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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

ARTICULATION OF THE JUNIOR AND SENIOR HIGH SCHOOL
AS AFFECTED BY SUPERVISION

Submitted by

George Cleveland Francis
(B.S. B.U. 1929.)

In partial fulfillment of requirements for the
degree of Master of Education.

1931.

Boston University
School of Education
Library

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TABLE OF CONTENTS

	<u>Page</u>
I. Introduction.	1
II. Research.	4
Questionnaire.	5
Tables I	5
" II	6
" III	6
Cleveland Plan of Organization.	11
Table IV	12
Statistics on Heads of Departments.	13
Time Allotment of Heads of Departments for Supervision.	21
III. The Problem of Supervision and Articulation.	27
Duties of the Superintendent and Principal.	32
Reasons for Lack of Articulation.	33
Opinion of Mass. Committee on Super- vision of Junior and Senior High School.	35
Statements by Thomas Briggs.	36
IV. Trends in Junior and Senior High School Supervision.	42
V. Articulation through Department Heads.	46
Status of Several Communities.	46
Types of Organizations for Supervision.	51
VI. Preparation for Supervision.	55
Qualifications of the Supervisor.	55
Comparison of the Junior and Senior High School.	56
Specialization.	58
Humanizing Supervision.	62
Personality of the Supervisor	64

	<u>Page</u>
VII. Articulation of Subjects in the Junior and Senior High School.	68
English.	70
Latin.	75
Mathematics.	77
Commercial Subjects.	79
Science.	81
Social Studies.	82
Subjects offered in the Junior High Schools of Massachusetts.	88
VIII. Articulation through Guidance.	91
Report of Harvard Conference, Pt. I.	91
Pt. II.	98
The Hartford Plan.	100
The Providence Plan of Guidance.	101
IX. A Constructive Program of Articulation.	103
Plan of Organization.	104
Department Heads.	104
Guidance.	106
Conclusion.	110
X. Bibliography.	112

ARTICULATION OF THE JUNIOR AND SENIOR HIGH SCHOOL
AS AFFECTED BY SUPERVISION

I.

Introduction

Supervision of the Junior and Senior High School as it promotes articulation is one of the most baffling problems confronting educators of the present. Supervisory problems must of course be met in all other types of schools, but in the secondary schools it has been a most perplexing problem since the establishment of the Junior High School system about twenty years ago.

All school people recognize the need for closer articulation of these school units and while much is being accomplished along this line, there is as yet no proof as to the best methods for bringing these units closer together. This problem has been the theme of whole educational meetings, and during the last few years the educational atmosphere has been surcharged with the idea of making these school units well articulated.

' "The growth in the scope of secondary education has been very rapid. In the last decade high school enroll-

'The American School Board Journal, LXXIX, Dec., 1929,
p. 108.

'Contributions to Education, N. W. Univ., Public School
Publishing Co., p. 3.

ment has doubled, the number of high schools has increased 33 percent in this country and the number of teachers has doubled and costs have trebled. The multitude of problems connected with the results of this growth has seriously taxed the administrative machinery of the high schools. Merely to provide instruction, let alone improving it, has been a task of great proportions."

This is also true of the Junior High School. The four year high school, through the process of this educational evolution, is slowly going the way of the Latin grammar school and the academy. 'The six year secondary unit or the 3-3 plan is as inevitable a stage of evolutionary progress as the public high school was an evolutionary advance over the academy.

In preparing this thesis, the writer had in mind a twofold purpose: first, to make a study of what is actually being done in some of the larger communities in Massachusetts and if possible compare the results with that of other studies that have been made in other parts of our country; second, to try to decide upon a workable scheme for his own system in articulation through supervision.

The expression, "Secondary Education", at the present day, usually includes all of the educational activities of both the Junior and Senior High School,

' James Glass - Junior-Senior High School Clearing House, Nov., 1929, page 171.

whether the system in vogue is based on the 6-3-3, 6-6, 6-2-4, or any other plan, which has in mind all grades, 7-12, inclusive.

To carry out this plan a questionnaire was sent out to several school systems in Massachusetts and also to some of the largest cities in the United States, the results of which are discussed in the next section of this paper.

For their hearty co-operation and helpfulness, the writer wishes to express appreciation to all of the Superintendents of Schools who assisted in the matter.

II.

Research

To carry out the thought of one of the main problems of this paper, it was necessary to send out a questionnaire to some of the larger cities in Massachusetts and also throughout our country.

The writer was interested in securing information as to just what type of organization was being maintained in the several cities to establish proper articulation between the junior and senior high schools; also, whether or not the systems maintained in the Massachusetts cities harmonized with those of other large cities.

Consequently, a very simple questionnaire, requiring only answers of "yes" or "no" was sent out to the superintendents of schools of cities mentioned in the foregoing introduction.

The following is a copy of the questionnaire in letter form sent out during the month of November, 1930:-

Dear Superintendent:-

I will appreciate very much if you will assist me in obtaining information as to the type of supervision in your city, to secure articulation of the various departmental subjects in the Junior and Senior High Schools.

Please write "yes" or "no" to the following:-

The responsibilities for supervision are vested:-

- a) jointly in the superintendent, principals and
department heads_____
- b) jointly in the principals and department heads_____
- c) in the heads of the various departments_____
- d) in the principals of each school_____
- e) in a special supervisor of instruction for all
departments_____
- f) in an assistant superintendent_____

The replies received were very gratifying, as practically every questionnaire was returned. Table I shows the results from all of the cities, Table II from the cities of Massachusetts, and Table III from a few cities scattered throughout the United States.

Table I.

The Plan of Organization for Supervision operating to produce Articulation of Junior and Senior High Schools, as stated by 80 Superintendents.

<u>Plan</u>	<u>Frequency of Mention</u>
The responsibilities for supervision are vested:-	
a) jointly in the Supt., Prin. and Dept. Heads	41
b) " " " Prin. and Dept. Heads	5
c) in the Heads of the various departments	17
d) " " Prin. of each school	9
e) " Special Supervisor of Instruction (all depts.)	5
f) " an Asst. Supt. in charge of Sec. Education	3
Total	<u>80</u>

Table II

The Plan of Organization for Supervision operating to produce Articulation of Junior and Senior High Schools, as stated by 68 Superintendents of the larger cities in Massachusetts.

<u>Plan</u>	<u>Frequency of Mention</u>
The responsibilities for supervision are vested:	
a) jointly in the Supt., Prin. and Dept. Heads	35
b) " " " Prin. and Dept. Heads	4
c) in the Dept. Heads	15
d) " " Prin. of each school	8
e) " a Special Supervisor of Instruction	4
f) " an Asst. Supt. in charge of Secondary Education	2
Total	<u>68</u>

Table III

The Plan of Organization for Supervision operating to produce Articulation of Junior and Senior High Schools, as stated by Superintendents from 12 of the largest cities in the United States.

<u>Plan</u>	<u>Frequency of Mention</u>
The responsibilities for supervision are vested:	
a) jointly in the Supt., Prin. and Dept. Heads	6
b) " " " Prin. and Dept. Heads	1
c) in the Heads of Departments	2
d) " " Prin. of each school	1
e) " a Special Supervisor of Instruction	1
f) " an Asst. Supt. in charge of Sec. Education	1
Total	<u>12</u>

A closer analysis shows how the various plans operate in some of the cities in Massachusetts.

<u>Plan</u>	<u>Names of Cities</u>
The responsibilities of supervision are vested:	
a) jointly in Supt., Prin. and Dept. Heads	Lynn Beverly Newton Worcester North Adams Holyoke Fall River Cambridge Pittsfield Revere Everett Lawrence
b) jointly in Prin. and Dept. Heads	Springfield
c) in Heads of various Depts.	Chelsea Somerville Medford
d) jointly in Prin. of each school and Supt.	Fitchburg Brockton Westfield Gardner Hingham Malden
e) in Special Supervisor of Instruction for each Dept.	Only in special subject - Drawing, etc. - all communities reported "yes".
f) in Asst. Supt. of Schools	Boston

It was rather difficult to secure a definite idea of the plan being operated in some of the cities, because very little effort of definite organization has been made.

A closer analysis shows that the various of

operate in some of the cities in Massachusetts.

Names of Cities

Plan

The responsibilities of organization are varied:

a) Jointly in some cities, and Dept. Health

Lyons
Neville
Newton
North Adams
Northampton
Northfield
North Hadley
North West
Northampton
Northfield
Northampton
Northampton
Northampton

b) Jointly in some cities, and Dept. Health

Chelsea
Dorchester
Dorchester
Dorchester

c) Jointly in some cities, and Dept. Health

Woburn
Woburn
Woburn
Woburn
Woburn
Woburn
Woburn

d) In special districts of jurisdiction for each city.

Woburn
Woburn
Woburn
Woburn
Woburn
Woburn
Woburn

e) In some cities, and Dept. Health

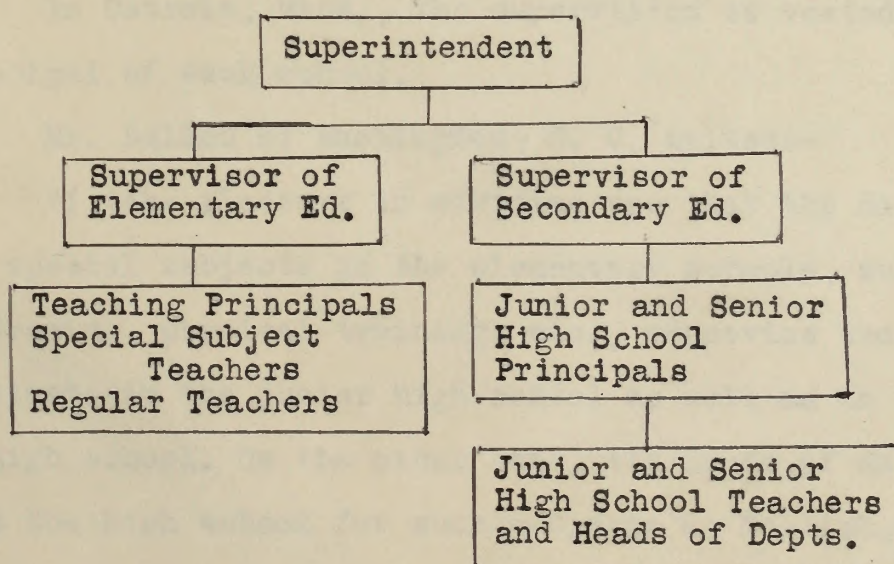
Woburn

It was rather difficult to secure a definite list of the cities being operated in some of the cities, because very little effort of definite organization has been made.

Everyone in authority was supposed to supervise but no one did it.

Of course, in Plan A and C it is understood that both plans are based on a co-operative scheme, but very few of the cities have extended the authority to actually supervise to the department heads of the senior high school down to the junior high school. Chelsea, Somerville and Medford are cities where such a plan is being carried out. The heads of the departments in the senior high schools in these cities have authority to supervise and hold conferences of all teachers in their respective departments in both the junior and senior high schools. This is a definite policy to secure better articulation.

In Westfield, Mr. Chester D. Stiles states that supervision is carried on by general supervisors in conjunction with the Superintendent of Schools, as shown by the following diagram:-



It is interesting to note that in all of the school systems studied there is unanimous agreement on one phase of supervision from grades 1 to 12 and that is the special supervision of special subjects, such as drawing, foods, clothing, etc.

In some of the cities throughout the United States, the following results were obtained:-

<u>Plan</u>	<u>Cities</u>
Supervision of the junior and senior high school vested jointly in Supt., Asst. Supt., Prin. and Heads of Depts.	Berkeley, Cal. Mt. Vernon, N. Y. Philadelphia, Pa. St. Louis, Miss. Denver, Col. New Britain, Conn. San Francisco, Cal.

In Seattle, Wash., the supervision of junior and senior high schools is vested in the assistant superintendent of schools.

In Buffalo, N. Y. and Gary, Indiana, the supervision is vested in the department heads.

In Detroit, Mich., the supervision is vested in the principal of each school.

Mr. Ballou of Washington, D. C. writes:-

"I take pleasure in advising you that the directors of special subjects in the elementary schools, such as music, drawing, physical training, etc., supervise these same subjects in the junior high school as well as in the senior high school. On the other hand, the heads of departments in the high school for such subjects as English,

mathematics, history, etc., have had their supervisory functions extended downward to include those subjects in the junior high school."

"By this method continuity of the educational process in the several subjects is provided throughout the school system."

"These directors of special subjects and heads of departments work under the general direction of the respective assistant superintendents at headquarters and are subordinate to the principal of a building when they are supervising teachers in that building."

The most elaborate plan of supervision was received from Cleveland, Ohio, and it is herewith attached.

Another survey of secondary school supervision made by Prof. Hughes and Prof. Melby shows similar results.

'The principals of all high schools in the United States, having an enrollment of 1500 or more were asked to report which of these plans of supervisory organization was in operation at that time in their schools. Replies were received from the principals of 303 high schools. (Table IV.) Two plans account for more than two-thirds of the schools. In about one-third of these high schools supervision is vested in the superintendent, the principal and the department heads. In a slightly larger number of

'Supervision of Instruction in High School, p. 21, by Professors J. M. Hughes & E. O. Melby (1930), Public School Publishing Co., Bloomington, Ill.

Cleveland Plan of
Organization.

ELECTORATE OF CLEVELAND SCHOOL DISTRICT

BOARD OF EDUCATION
7 MEMBERS

ADMINISTRATION OF FIELD ACTIVITIES

BUDGET BASIS

SUPERVISION

ADMINISTRATION OF SUPERVISION AND SPECIAL SERVICES

BUDGET BASIS

SUPERINTENDENT
OF SCHOOLS

CLEV.
SCHOOL
EDUCAT.
ENR. 215

SUPERVISION
ENGLISH

SUPERVISION
FOR. LANG

SUPERVISION
MUSIC

SUPERVISION
HOME APP. ART

SUPERVISION
HOME ECON.

SUPERVISION
INDUST. ARTS

SUPERVISION
LUNCH ROOMS

SUPERVISION
ADULT EDUC.

SUPERVISION
SUPP. READ.

GENRL. SUP.
GRADES I-VI

SUPERVISION
PENMANSHIP

SUPERVISION
KINDERGARTEN

SUP. SPEECH
CORR. CLASS

SUP. MENT.
DEFECT. CLS.

SUP. BLIND &
SIGHT SAV. CL.

SUP. SCHOOL
GARDENS

SUPERVISION
HEALTH SERV.

SUPERVISION
HEALTH EDUC.

SUPERVISION
PHYS. EDUC.

SUP. COMM.
CENT. & PL. GR.

PUBLIC
RELATIONS

SUPERINTENDENT
OF SCHOOLS

SUP. VOC. &
PRACT. ARTS

FIRST ASSIST.
SUPERINTENDENT

SCHOOL
TOPICS

FIRST ASSIST.
SUPERINTENDENT

SENIOR
HIGH
SCHOOLS
ENR. 18,457

CLEV. TR.
SCHOOL &
S.H. CL'S.
ENR. 1,072

ADULT
EDUCAT-
ION
ENR. 4,265

ASSISTANT
SUPERINTENDENT

JUNIOR
HIGH
SCHOOLS
ENR. 33,243

ASSISTANT
SUPERINTENDENT

ELEM'TY.
SCHOOLS
GR. I-VI
ENR. 80,934

KINDER-
GARTENS
ENROLL
9,049

DIRECTING PRIN.
SPEC. SCHOOLS -
ATYPICAL CHILDREN

SPECIAL
SCHOOLS &
CLASSES
FOR ATYP-
ICAL CHILD.
ACTIVITY- ENR
AG. BELL DEAF 145
SUNBY CRIPPLD 149
TA EDISON BOYS 718
SIBLEY-GIRLS 344
DETENTION B. 41
DETENTION G. 14
CLEV. B. FARM 115
CLEV. G. FARM 38
WARRNS. SANAT. 97
MENT. DEF. 1505
BLIND & S. SAV. 277
SCHOOL
GARDENS 1500

ASSIST. SUPT.
COMM. RECORDS &
SPEC. SERVICES

PLAY-
GROUNDS
& COMM.
CENTERS

ASSIST. SUPT.
EL. SCH. & KIND.

DIRECTING PRIN.
SPEC. SCHOOLS
ATYPICAL CHILDREN

ORGANIZATION
EDUCATIONAL DEPARTMENT
CLEVELAND PUBLIC SCHOOLS

ASSIST'S
TO COMM.

BUREAU
ED. RESEARCH

BUR. CHILD
ACCT. & STAT.

BUR. ATTEND
& PLACENT.

BUREAU
PERSONNEL

EDUCAT.
MUSEUM

BUREAU
PHYS. WEL.

ASSIST. SUPT.
COMM. RECORDS &
SPEC. SERVICES

schools, the superintendent is not included, supervision being the joint undertaking of the principal and department head.

Table IV

The Plan of Organization for Supervision operating at the Present Time in High School Systems as stated by 303 High School Principals.

<u>Plan</u>	<u>Frequency of Mention</u>
a) Responsibilities vested jointly in the Supt., Prin. and Dept. Heads.	101
b) Responsibilities vested jointly in the Prin. and Dept. Heads.	112
c) Responsibilities vested in the Head of the Dept.	26
d) Responsibilities vested in the Prin.	49
e) " " " " Special Supervisor of Instruction (department).	8
f) Responsibilities vested in the Special Supervisor of all grades	7
Total	<u>303</u>

In connection with this same survey, it was found that as a rule teachers preferred to be supervised by department heads as shown by the following report.

'During interviews with teachers an effort was made to get a more detailed expression concerning preferences of types of supervisory organization. The results

'Supervision of Instruction in High School, p. 23, by Professors J. M. Hughes and E. O. Melby (1930), Public School Publishing Co., Bloomington, Ill.

appear as below:-

<u>Prefer Supervision by</u>	<u>Frequency of Mention</u>
1. Department Head	58
2. Principal	14
3. Both or joint	22
4. Superintendent	2
5. No preference	2
6. Special Supervisor	7
7. Don't know	2

Of the 58 teachers who prefer supervision by department heads, 52 stated "better knowledge of the subject" for their reason.

It is evident from the foregoing that in the majority of the high schools there are heads of departments, some of whom devote part of their time to supervision; others teach full time; while others devote a portion of their time to routine work, such as checking textbooks and other clerical work.

With the organization of the junior high school, the tendency is toward reorganization, so that more responsibility can be placed on the heads of departments by extending powers of supervision down to the junior high schools, and that this method of supervision is now requiring much attention from educators throughout the country.

Consequently, a brief study of department heads is herewith presented:-

'A questionnaire issued early in 1929 to high

'The National Education Association of the United States,
1201 Sixteenth St., Northwest, Washington, D. C.

appear as follows:

Department of Education

Public Schools

1911-1912

1. Department Head
2. Principal
3. Board of Education
4. Superintendent
5. School Director
6. School Inspector
7. School Agent

Of the 28 teachers who prefer supervision by department heads, 25 stated "better knowledge of the subject for their reason."

It is evident from the foregoing that in the majority of the high schools there are heads of departments, some of whom devote part of their time to supervision; others teach full time; while others devote a portion of their time to routine work, such as checking textbooks and other clerical work.

With the organization of the Junior High School, the tendency is toward decentralization, so that more responsibility can be placed on the heads of departments by extending powers of supervision down to the Junior High School, and that the work of supervision is now being done by the Junior High School throughout the country. Consequently, a school system of department heads is being presented:

A descriptive report early in 1912 to high

school heads of departments contained the following question:-

"In some quarters the Department Head, Executive Officer or Group Chairman is named annually. Is this practice followed in your system or school?"

The tabulation below lists the schools where a head of department gave an affirmative reply to the above question, with additional information as to the title of the position, method of appointment, length of service as head, and provision for additional salary. The enrollment is also shown; replies from schools below 1500 in enrollment are not included.

It is significant to note that many of these heads of departments have been serving a number of years, although appointed annually. One answer of "Yes" was qualified by the statement, "All teachers are reappointed annually." It may be that other affirmative replies refer to such an annual renewal of contract.

The questionnaires from which this information was taken were made available to the Research Division through the courtesy of Mr. Lee E. Gilbert, Central High School, Washington, D. C., who used them as part of a thesis study on high school department heads.

school heads of departments contained the following ques-

tion:-

"In some quarters the Department Head, Exce-
lence Officer or Group Chairman is asked to
reply. Is this practice followed in your system
of schools?"

The tabulation below lists the schools where a head of de-
partment gave an affirmative reply to the above question,
with additional information as to the title of the head,
title, method of appointment, length of service as head,
and provision for additional salary. The tabulation is in
no order; replies from schools before 1950 are included
are not included.

It is significant to note that many of these
heads of departments have been serving a number of years,
although appointed annually. One outlier of "Yes" was pro-
vided by the statement, "All teachers are responsible for
teaching." It was the first time that a teacher's reply is
such an explicit statement of consent.

The questionnaires were sent with the following
and taken were sent available to the Research Division
through the courtesy of Mr. Lee S. Oliver, Central High
School, Washington, D. C., who was sent as part of a res-
earch party on high school department heads.

Schools Where Heads of Depts. or Group Chair- men are Named Annually	Enrolment	Title of Position	Chosen by:	Length of Ser- vice as Head of Dept.	Do Heads Receive Addi- tional Salary Beyond that of Teach- ers?
1	2	3	4	5	6
<u>Four-year High Schools</u>					
Bowen High School, Chicago, Ill.	2,900	Group Chairman	Elect- ed <u>1</u> /	3 yrs.	No
Peoria Central High Sch., Peoria, Ill.	1,750	Hd. of Dept.	Supt.	6 yrs.	Yes
Topeka High School, Topeka, Kans. <u>2</u> /	1,671	-----	-----	-----	-----
Roosevelt High School, St. Louis, Mo.	3,064	Group Chairman	By tchrs. of the dept.	1 yr.	No
Technical High School, Omaha, Neb.	3,800	Hd. of Dept.	Bd. of Educ.	13 yrs.	Yes
Boys High School, Brooklyn, N. Y.	4,500	Hd. of Dept. & Group Chairman	Prin. & Bd. of Educ.	6 yrs.	Yes
Eastern District High Sch., Brooklyn, N. Y.	3,200	First Asst. Tchr. in Subject	Bd. of Educ.	27 yrs.	Yes
Frank Monroe High Sch., New York, N. Y.	7,300	Hd. of Dept.	Bd. of Superin- tendence on re- quest of prin.	2 yrs.	Yes

Schools Where Heads of Depts. or Group Chair- men are Named Annually	Enrolment	Title of Position	Chosen by:	Length of Ser- vice as Head of Dept.	Do Heads Receive Addi- tional Salary Beyond that of Teach- ers?
1	2	3	4	5	6

Four-year High Schools
(cont'd)

East Technical High Sch., Cleveland, Ohio	3,000	Hd. of Dept.	Prin. & Asst. Supts.	4 yrs.	Yes
---	-------	-----------------	----------------------------	--------	-----

Three-year Senior High
Schools

Phillips High School, Birm- ingham, Ala.	2,565	Hd. of Dept.	Supt.	1 yr. 3/4	Yes
--	-------	-----------------	-------	-----------	-----

Miami Sr. High School, Miami, Fla.	1,800	Hd. of Dept.	Supt. & recom- menda- tion of previous head.	3 yrs.	Yes
--	-------	-----------------	---	--------	-----

Lynn English High Sch., Lynn, Mass.	2,150	Hd. of Dept.	Sch. Com- mittee (Bd. of Educ.)	6 yrs.	Yes
---	-------	-----------------	--	--------	-----

Highland Park High Sch., Highland Park, Mich.	1,523	Hd. of Dept.	Prin., Supt.	13 yrs.	Yes
--	-------	-----------------	-----------------	---------	-----

Duluth Central High Sch., Duluth, Minn.	1,800	Hd. of Dept.	Supt., Bd. of Educ.	3 yrs.	Yes
---	-------	-----------------	---------------------------	--------	-----

Senior High School, Trenton, N. J.	2,035	Hd. of Dept.	Supt.	12	Yes
--	-------	-----------------	-------	----	-----

Schools Where Heads of Depts. or Group Chair- men are Named Annually	Enrolment	Title of Position	Chosen by:	Length of Ser- vice as Head of Dept.	Do Heads Receive Addi- tional Salary Beyond that of Teach- ers?
--	-----------	----------------------	---------------	---	---

1	2	3	4	5	6
---	---	---	---	---	---

Three-year Senior
High Schools (cont'd)

Allentown High School, Allentown, Pa.	1,800	Hd. of Dept.	Sch. Bd.	14 yrs.	Yes
Fort Worth Central High Sch., Fort Worth, Tex.	2,372	Hd. of Dept.	Supt.	10 yrs.	Yes
Waco High School Waco, Tex.	1,968	Hd. of Dept.	Supt.	3 yrs.	No

Junior-Senior High Schs.

Union High School, Grand Rapids, Mich. ^{4/}	1,700	-----	-----	-----	---
Edison High Sch., Minneapolis, Minn.	2,215	Group Chairman	Prin. ^{5/}	9 yrs.	No
South High Sch., Omaha, Neb.	2,000	Hd. of Dept.	Prin., Supt., Bd. of Educ.	2 yrs. ^{6/}	Yes
Collinwood High Sch., Cleveland, Ohio	4,290	Hd. of Dept.	Prin.	3 yrs.	Yes
West Technical High Sch., Cleveland, Ohio.	3,600	Hd. of Dept.	Prin.	19 yrs.	Yes

Schools Where Heads of Depts. or Group Chair- men are Named Annually	Enrolment	Title of Position	Chosen by:	Length of Ser- vice as Head of Dept.	Do Heads Receive Addi- tional Salary Beyond that of Teach- ers?
1	2	3	4	5	6

Junior-Senior High
Schs. (cont'd)

Central High School, Lima, Ohio	1,800	Hd. of Dept.	Prin. & Supt.	4 yrs.	Yes
Upper Darby High School, Upper Darby, Pa.	1,840	Hd. of Dept.	Supt.	3 yrs.	Yes

Junior High Schools

John Muir Jr. High School, Los Angeles, Cal.	2,000	Group Chairman	Prin.	1 yr.	No
Theodore Roose- velt Jr. High Sch., Rockford, Ill.	1,600	Hd. of Dept.	Supt., Bd. of Educ.	1 yr.	Yes
Roosevelt Jr. High Sch., Oklahoma City, Okla.	1,857	Group Chairman	Prin.	3 yrs.	No
Roosevelt Jr. High Sch., Altoona, Pa.	2,000	Group Chairman	Prin.	5 yrs.	Yes
Edison Jr. High Sch., Harrisburg, Pa.	1,900	Hd. of Dept.	By the dept.	5 yrs.	No
Benj. Franklin Jr. H. S., New Castle, Pa.	1,500	Group Chairman	Prin.	2 yrs.	No

Notes:

- 1/ The prevailing policy is rotation among the members of the group (science), regardless of comparative attainments or preparation.
- 2/ Heads of all departments except English named annually.
- 3/ Head is renamed annually.
- 4/ Have Heads of Department which have permanent positions; also have group chairmen elected annually.
- 5/ Functions of dept. head have not been clearly defined as yet in schools of Minneapolis. The dept. head is generally elected by teachers in departments. These heads act as an advisory board to the principal. There are 12 heads of depts. in the Edison High School. They have few executive duties.
- 6/ Reelected annually but not likely to be changed.

Another worthwhile questionnaire pertaining to Heads of Departments is made known by the following results:-

' In order to obtain information of a general character regarding the work of the heads of departments in the large high schools, the Commissioner of Education submitted a brief questionnaire to the principals of a number of the high schools enrolling 1,000 students and over. The questionnaire covered such points as the number of departments, the duties of the department heads, and the approximate amount of time devoted to the supervision of instruction, classroom teaching and to other duties.

Of 124 principals replying to the questionnaire,

' Bureau of Education, Dept. of Interior, City School Circular No. 10, by W. S. Deffenbaugh

108 reported that they have department heads in their high schools. The number of departments to a school varies from 1 to 18. The median number is 7. The following table lists the departments reported and the number of high schools having such departments:

<u>Department</u>	<u>Number of high schools.</u>	<u>Department</u>	<u>Number of high schs.</u>
English	107	French	12
Mathematics	100	French and German	1
Science	67	Spanish	10
Chemistry	8	Spanish and French	3
Physics	8	German	5
Physical sciences	5	Modern languages	27
Biology	13	Latin and German	6
Botany and zoology	1	Italian	1
Geography	1	Romance languages	3
Social science	28	Music	29
History	65	Art	29
Economics	2	Drawing	9
Civics	3	Manual or industrial	
Civics and economics	2	arts	46
Home economics	37	Trade, technical, or	
Domestic science	2	vocational	12
Domestic art	2	Public speaking, oral	
Commercial subjects	85	English or dra-	
Foreign languages	37	matics	8
Ancient languages	2	Hygiene	4
Latin	46	Normal training	1
Greek	1	Physical education	36
		Athletics	1

In the number of high schools having department heads, English leads the list, followed by mathematics. In the sciences, the prevailing practice is to have heads covering the field of science rather than the specialized subjects. In social science, only 28 schools have heads of departments covering the field, while 65 have departments of history. The foreign language field, it may be noted, is

considerably broken up into departments.

The number of periods a week that department heads teach often varies within the same school. The following table shows approximately the number of periods a week that department heads teach as reported by 108 high school principals:-

<u>Periods a week.</u>	<u>No. of high schools</u>	<u>Periods a week</u>	<u>No. of high schools</u>
--	1	--	--
4	2	18	1
5	4	20	40
10	8	22	1
12	3	25	16
15	30	30	2

Median number 20 periods a week, or 4 periods a day.

The following chart shows for 98 schools the approximate per cent. of time department heads devote to teaching, supervision, and clerical and other duties.

"Other duties" are listed as committee work, selection of textbooks, interviews, supervising extra-curriculum activities, student counseling, and general and special administrative duties.

In 95 per cent. of the high schools reporting, the department heads visit classrooms for the purpose of supervising instruction; in 69 per cent. they hold conferences with individual teachers; in 47 per cent. some or all the department heads at times give demonstration lessons when visiting classrooms; in 15 per cent. they occasionally demon-

considerably broken up into departments.

The number of periods a week that department heads teach of or within the same school. The following table shows approximately the number of periods a week that department heads teach as reported by 108 high school principals:-

Periods a week	No. of high schools	Periods a week	No. of high schools
1	1	10	1
2	1	11	1
3	1	12	1
4	1	13	1
5	1	14	1
6	1	15	1
7	1		
8	1		
9	1		
10	1		
11	1		
12	1		
13	1		
14	1		
15	1		

Section number 22, part of a week, or 1 period a day.

The following table shows the 22 schools that are

devoted to the study of the department heads devoted to

teaching, supervision, and other work and other duties.

"Other duties" are listed as not more than 10.

Section of the department, supervision, and other duties.

and general and special

administrative duties.

In 25 per cent. of the high schools reported.

The department heads visit classrooms for the purpose of

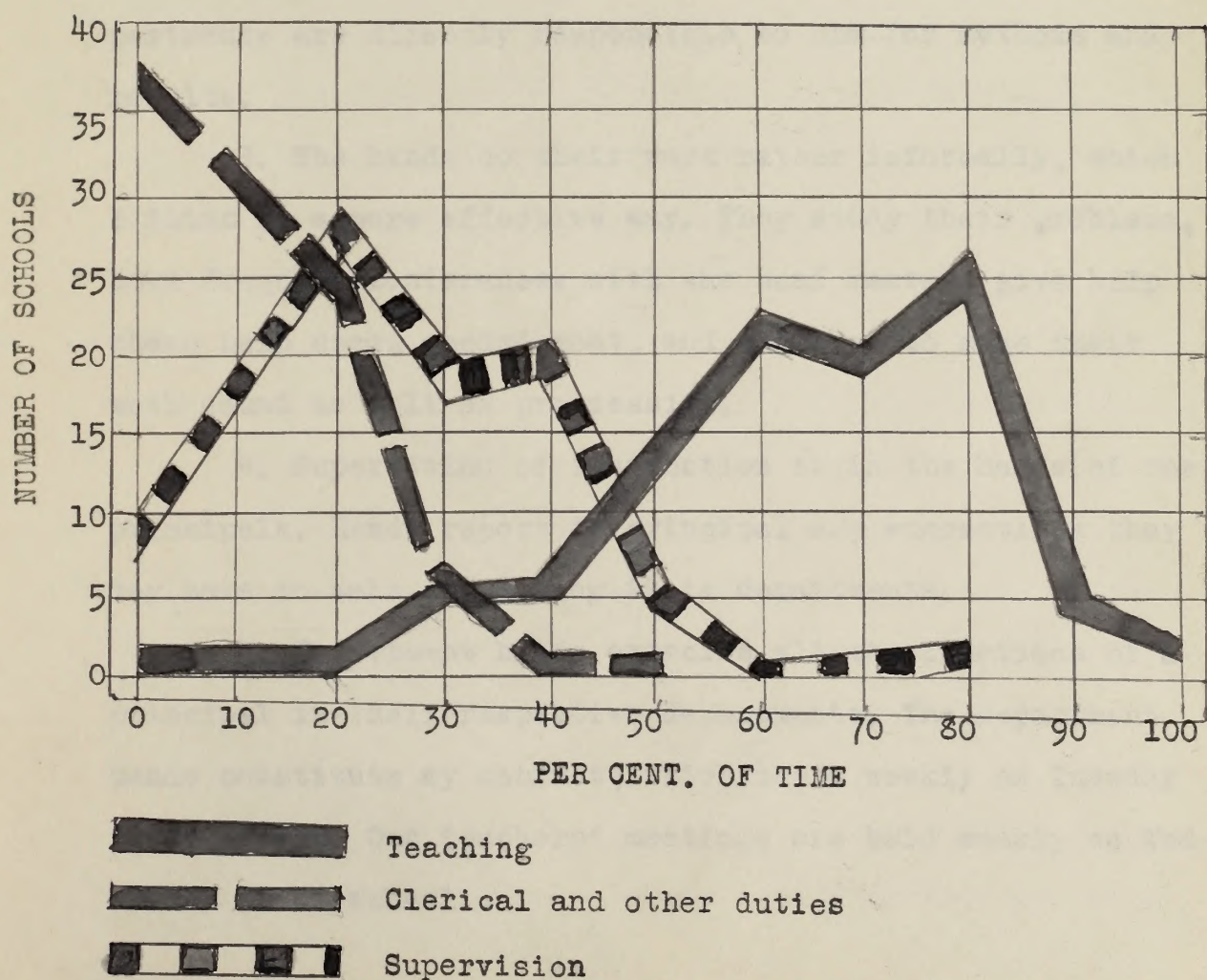
supervising instruction; in 10 per cent. they help teacher-

enter with individual teachers; in 15 per cent. none of all

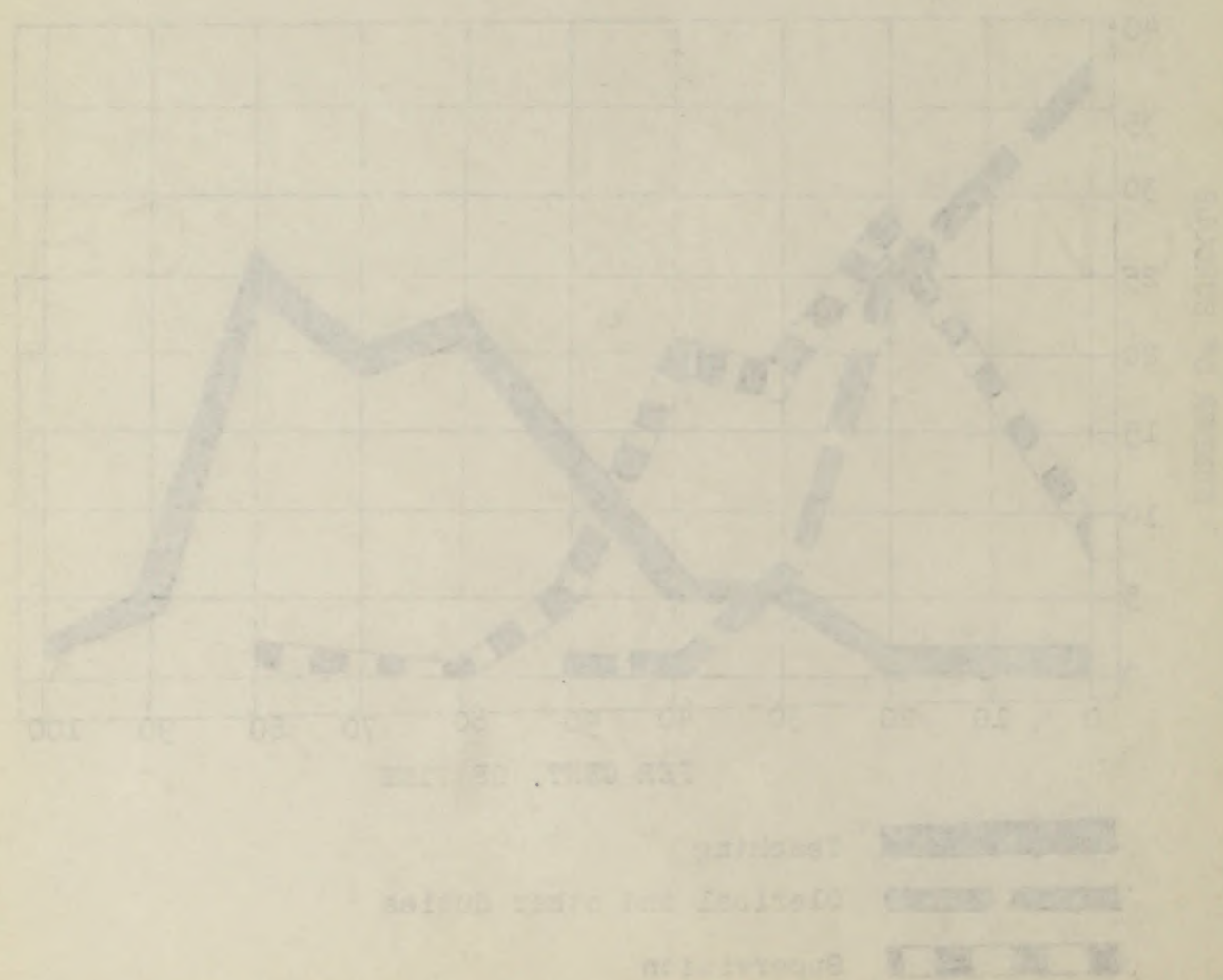
the department heads do these give supervision lessons when

visiting classrooms; in 15 per cent. in 10 per cent. in 10 per cent.

strate lessons before a group of teachers; in 88 per cent. they hold conferences with their teachers; in 73 per cent. they prepare courses of study or syllabi; in 75 per cent. they at times prepare illustrative lesson plans; in 63 per cent. they lay out units of work; in 51 per cent. they rate teachers; in 44 per cent. they interview candidates for teaching positions; in 50 per cent. they recommend teachers for appointment; in 19 per cent. they recommend salary increases; and in 97 per cent. of the high schools, the department heads recommend textbooks.



stated before a group of teachers; in 33 per cent they held conferences with their teachers; in 15 per cent they wrote courses of study or syllabi; in 15 per cent they of their present administrative lesson plans; in 15 per cent they lay out their work; in 21 per cent they rate some; in 14 per cent they instruct candidates for teaching positions; in 20 per cent they recommend teachers for appointments; in 19 per cent they recommend salary increases; and in 17 per cent of the high schools, the department made reference textbooks.



One of the questions included in the questionnaire was "How is your high school organized for the purpose of providing supervision of instruction and how is the work of the several departments co-ordinated?" The question being general the replies cannot well be tabulated, but a few representing practices are quoted, as follows:-

1. Department heads form a cabinet, and together with the principal co-ordinate, organize, and direct all school activities. It is a close-knit organization. Heads have a common office and are in constant touch.

2. The principal is the co-ordinator. Heads of departments are directly responsible to him for methods and results.

3. The heads do their work rather informally, which I think is a more effective way. They study their problems, have frequent conferences with the head master, give help where help seems needed most, and endeavor to make their work sound as well as progressive.

4. Supervision of instruction is in the hands of the principals. Heads report to principal any suggestions they may have to make concerning their departments.

5. Department heads exercise all the functions of a principal in their respective departments. The department heads constitute my cabinet, which meets weekly on Tuesday in my office. Our teachers' meetings are held weekly on Wednesday after school.

6. Each group of teachers selects one of their group each year to act as chairman of group meetings, e. g.: English, history, etc. This makes for better co-operation because the chairman changes yearly. Our board of education has not seen fit to provide extra pay for department heads.

7. Principal holds meetings of department heads and assistant principals. Department heads hold meetings--related departments invited. Department heads and assistant principals report each six weeks supervisory activities to principals. Secondary curriculum committee takes lead on curriculum development.

8. Supervision is all done by the principal and the heads of departments. We do not have much supervision, however. We employ only experienced teachers who have proved that they know how to teach, then we give them freedom to do it in their own way. It works.

9. In theory, principals supervise all teachers and consult with heads of departments and particularly with head of guidance department, who with his staff of 10 teachers supervises work of the school in all subjects, but not the discipline of the school. The head of the guidance department and his staff are the means of co-ordinating the work of the several departments. They are always in touch with the heads of departments.

10. Each department selects a chairman. As a group they work out curriculum matters. An office registrar, an

attendance secretary, and a vice principal attend to details. The principal alone is responsible for supervision of instruction, recommendations as to appointment, and the inauguration of general policies.

11. Classes are visited by principal and by heads of departments. Every chairman visits teachers on temporary license twice a month and teachers on permanent license at least once a term, or as often in the term as it is desirable. Every visit is followed by a conference with the teacher who has been inspected. The conference consists of a free interchange on matters of teaching policy, on the literature of the subject, and on the development of the teacher as an individual. General teachers' meetings and departmental conferences are habitually devoted to analysis of school problems, diagnosis of school difficulties, prescriptions for school improvement, the establishment of relations between the school and the community, and the adjustment of high standards of scholarship to the needs, difficulties, capacities, aims, and development of the individual student.

12. What our school has needed, and what I think most schools need, has been a more definite and a more modern program of instruction, and more reliable ways to determine degree of efficiency attained in operating the courses of study. Our energy has gone into this field. We now have standards of attainment at various pupil ability levels and pupils and teachers are judged on the basis of these stand-

attendance secretary, and a vice principal extend to details. The principal alone is responsible for supervision of instruction, recommendations as to appointment, and the promotion of general policies.

12. Classes are visited by principal and by heads of department. Every chairman visits teachers on regular basis at least once a month and reports on progress. At least once a term, or as often as the term as it is desirable. Every visit is followed by a conference with the teacher who has been inspected. The conference consists of a free discussion on matters of teaching policy, on the literature of the subject, and on the development of the teacher as an individual. General teachers' meetings and departmental conferences are held at intervals to discuss the work of the school. Reports of the school are made to the community, and the adjustment of high standards of scholarship to the needs, difficulties, and progress of the school, and development of the individual student. 13. What our school has needed, and what I think we need, has been a more definite and a more definite program of instruction, and more reliable ways to determine degree of efficiency. It is operating the manner of study. Our energy has gone into this field. We now have standards of attainment at various pupil ability levels and pupils and teachers are judged on the basis of these standards.

ards, and, automatically, deficient ones, whether pupils or teachers, stand out on the checking process. The supervision of instruction has been largely remedial from this viewpoint. Practically all the principal's time is devoted to supervision in this respect. Advisers hold individual conferences with pupils, and the principal with teachers, where these conferences are needed. General classroom visitation has not been featured.

It will be noticed from the foregoing that

- a) Practically all of the schools have department heads.
- b) There is a decided lack of uniformity in the duties of the department heads.
- c) Teachers prefer to be supervised by department heads.
- d) Where department heads have supervisory powers, good results are obtained.
- e) More interest is being shown in articulation of the junior and senior high schools than ever before.
- f) The several types of organization have as their main objective supervision.
- h) There is a slight tendency on the part of several communities to extend the supervisory function of department heads downward to the junior high school.

III.

The Problem of Supervision and Articulation.

Previous to the establishment of the Junior High School system, about twenty years ago, little thought, if any, was given to continuity of subject matter or articulation of the various units: undoubtedly, this was the cause of the conspicuous gap between the various units. Supervision was left almost entirely to the principal of each building, with the exception of a few special subject supervisors.

Even now, in many communities, the same difficulty of articulation exists between the junior and senior high school. The senior high school constantly complains that the junior high school is doing more harm than good by cultivating habits in pupils that unfit them for effective work in the same high school. Those who are determining junior high school policies say that they understand better than do the senior high school policy makers what is suitable and valuable for pupils of junior high school age. They hold that the senior high school should adapt itself to the program of the junior high school.

It has been rather difficult in some communities to persuade principals to look favorably upon a new program

¹The Nation's Schools - Editorial - p. 77, June, 1930.

of articulation through supervision, thinking that perhaps they might be deprived of some of their authority; but, in many cases in the larger school, it has been clearly shown that the multiplicity of duties has kept the principal out of the class rooms. No attempt or suggestion in this paper has been made to reduce the responsibility of the principal or the superintendent; in fact, it is specifically understood that the principal is still master of his school. On account of his numerous problems, he is unable to devote the proper amount of time to supervision.

¹Mr. A. B. Blodgett states, "I would magnify and dignify the position of the principal. I would have the principal feel the responsibility of the place he occupies. I would have everything pertaining to his school pass through his hands, both to and from. Questions and complaints, whether from parents, teachers or pupils, should be settled either by him or in his presence. I would have, however, all parties understand that appeals from decisions are always in order, provided the principal first be so notified."

²It is also stated by Barr and Burton that, like the superintendent, the principal is both our administrative and supervisory officer. He is administrator and ex-

¹A. B. Blodgett - N.E.A. Proceedings of 1903, p. 226.

²Barr and Burton - The Supervision of Instruction, published by D. Appleton Co., N. Y., p. 31.

ecutive-in-chief of his school, the direct representative of the superintendent, and the responsible officer of the school, not only for the organization and operation of the school, but for its instructional system and results even in the most technical and specialized work. His supremacy of authority in his school should be recognized by all the officers of the school system, including the superintendent and the supervisors. To overstep this line of demarcation means to topple the pyramid of authority which is the framework of control for the entire system and wholly essential to good administration. The assumption of the authority of the principal in his school by another and supposedly higher officer is a sin against the fundamental principles of school administration. It injures the work of the school and to the extent to which such authority is removed, the responsibility for results is removed. The principal must have complete authority in his school and must be held responsible for the results of its work.

The development of large and complex school systems in our cities makes it possible for a superintendent to personally guide and supervise instruction. A great deal of the work must be delegated. The superintendent possesses supreme administrative and supervisory powers, while the principal is the direct representative of the superintendent as the chief administrative and chief supervisory officer in his school.

An editorial in the School Board Journal of April, 1927 states that the principal is the head of an administrative organization and the success or failure of the school depends upon the efficiency of the administration. The principal must not only have the ability to plan, but he must also know how to attain and maintain efficiency in the administration of the organization.

¹ Prof. Franklin Bobbitt states that the superintendent of schools must examine and recommend all of his subordinates, if he is to be held responsible for the results of the entire school system. There must be unity of ends; therefore, the need of unity in the control of the means.

Page 9 of the same report states that the superintendent shall keep himself and the board constantly informed in regard to school systems of other cities; their plan of organization, modes of government, methods of instruction and such other matters as may assist the board to legislate wisely for the highest interests of the schools. A superintendent might give his whole time to this task and not adequately meet all of the demands because of the magnitude of it.

¹ Prof. Bobbitt - Denver School Survey, Pt. I, 1916, p. 35.

An editorial in the School Board Journal of April, 1937 states that the principal is the head of an administrative organization and the success or failure of the school depends upon the efficiency of the administration. The principal must not only have the ability to plan, but he must also know how to execute and maintain efficiency in the administration of the organization.

Prof. Franklin Bobbitt states that the superintendent of schools must exercise his responsibility for the entire school system. There must be unity of vision; therefore, the need of unity in the control of the school.

Page 9 of the same report states that the superintendent should keep himself and the board constantly informed in regard to school system or other matters; their plan of organization, mode of government, methods of instruction and such other matters as may require the board to legislate wisely for the highest interests of the schools. A superintendent might give his whole time to this task and not adequately meet all of the demands of the management of the school.

Space does not permit further discussion of this phase of the problem. However, it is safe to conclude that the position of both the superintendent of schools and principal are important. Both positions seem to require some qualifications of a similar nature; such as ability to lead, to delegate, to direct, to organize, to administrate, and to understand people. The positions are different in that the superintendent is responsible to the board and to the entire community, while the principal is responsible to the superintendent and the people of his district.

¹ Prof. E. P. Cubberley points out that the principal of a school and the superintendent of a school system hold somewhat complementary positions in the administration of a system of public instruction. The superintendent has to decide upon important matters referred to him by all of the schools, while a principal has to decide upon matters of only one school.

The relationship of the principal and superintendent should be somewhat confidential and on a high plane. Both should be leaders in their respective fields; both should be good executives; both should be good administrators and good supervisors.

The preceding quotations show vividly the re-

¹ Prof. E. P. Cubberley, *The Principal and His School*, p. 19, published by Houghton Mifflin Co., Boston, Mass.

Space does not permit further discussion of this phase of the problem. However, it is to be emphasized that the position of both the superintendent of schools and principal are important. Both positions seem to require some combination of a similar nature; such as ability to lead, to delegate, to direct, to organize, to administer, and to understand people. The positions are different in that the superintendent is responsible to the board and to the entire community, while the principal is responsible to the superintendent and the people of his district.

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responsibilities placed upon the principal of a large school. It has been impossible for the superintendent or principal either to carry on a proper supervisory program of articulation, whereas instead of growing closer together the junior and senior high schools in some communities have grown apart.

The following summary shows in a more terse way some of the responsibilities placed upon a principal and superintendent:-

- * 1. Making daily schedule.
- * 2. Handling tardiness.
- * 3. " absences.
- * 4. " discipline.
5. Inspection of building.
6. Supervision of janitors.
7. Selection of teachers.
8. Interviewing candidates.
9. Rating teachers.
10. Promoting teachers.
11. Discharging "
12. Supervision of instruction.
- * 13. Conducting teachers' meetings.
14. Selecting textbooks.
15. Making courses of study.
16. Selecting school equipment.
17. Directing educational tests.
- * 18. Control of athletics.
- * 19. " " publications.
- * 20. School publicity.
- * 21. Substitute teachers.
- * 22. Classifying pupils.
- * 23. Promoting "

The starred items indicate where the principals had complete authority and the others where superintendent and principal worked together.

With these various duties and responsibilities

¹ F. E. Willard in Elementary School Principals' Magazine, July, 1926, Chapter 20.

in mind, how could anyone expect an efficient supervisory program without assistance from some other source?

Is it any wonder, then, that a lack of articulation developed, which undoubtedly could have been prevented, had there been proper supervision?

Some of the reasons for lack of articulation between the junior and senior high school are as follows:-

1. High School authorities lacked interest in the junior high school.
2. Teachers of high school did not understand objectives of junior high school.
3. Transition too abrupt.
4. The senior high school did not make adequate provisions for individual differences.
5. The senior high school did not make an effort to continue the guidance program of the junior high school.
6. The articulation of continued subjects lacked continuity.
7. On the other hand, the junior high school people ignored the fact that the senior high school was and is still faced with the demands of college entrance requirements, and that its course of study and procedures are dictated to some extent by these requirements.

8. The type of instruction in the junior high school is to a large extent designed to make an interest appeal to the pupils, and the matter presented is to a considerable degree for exploratory purposes. This method is quite different from that of the senior high school.

9. Much of the difficulty between the elementary and junior high school was of a different nature. Entrance to the junior high school was too abrupt for the sixth grade pupil. After being under the direction and influence of one regular teacher, he suddenly finds himself thrown into a whirl of a departmentalized program; in some cases from six to eight different teachers and many subjects of which he had never heard before.

The problem of supervision is vital and must be taken as such by all school authorities if they desire a successful school system. It must carry on a well defined articulated program that will link together the junior and senior high schools as a complete unit in school organization.

Another viewpoint is herewith expressed by a quotation from the Massachusetts State Wide Committee on Ar-

tication in their report, as follows:-

"It is the opinion of the committee that the reason for poor articulation of the junior high school and senior high school lies largely in the fact that no concentrated organized attempt has ever been made to prevent this condition of affairs. Each school has gone its own way, developing its own plans without respect to the aims of the other, without much regard for the fact that both schools are attempting the same job, that of public education, even though it is being done at different levels. Proper articulation may be provided for (1) if we set up and put into operation an adequate organization, (2) if we develop a workable definition of the aims and functions of each school and have them properly understood by our teachers, (3) if we set up many possible points of contact."

One will note from the foregoing statements that while the principal and superintendent hold responsible positions, the numerous demands made upon their time have diverted their attention from supervision for articulation. This condition, with other factors, has grown up with our modern complex society and is now causing a serious problem, which educators are trying to solve.

Another approach to this problem is presented by Thomas H. Briggs in an address before the N. E. A. Conven-

Mass. Dept. of Education, Report of Committee on Articulation of Junior & Senior High Schools - May, 1929.

tion at Atlantic City, February, 1930, as follows:-

"This program and the work of recent committees on articulation advertise a fundamental defect in American education. We are proud, and properly so, of the universal provision of elementary schools and of their marvelous achievements in imparting skills in the use of the tools of learning; we have established secondary schools in every district of the nation and enrolled a larger proportion of adolescents than any other people ever dreamed of doing; and we have seen our colleges crowded to overflowing. But with all this we recognize that in the United States we have congeries of schools rather than systems. Junior high schools are too remote from the elementary; senior high schools have too frequently ignored the programs of the lower grades; and the colleges are notoriously independent of the secondary institutions."

"Separate units such as we have are, of course, illogical. Historically they came from conditions very different from those that are supposed to prevail in a democracy, and in their development they lost the authoritative control which gave and still gives in foreign countries a system. They may be explained in part by the American belief that organization is of supreme importance. In the eighteenth century there was dissatisfaction with the Latin grammar

Thomas H. Briggs - Articulation - N.E.A. Proceedings, 1930, pp. 581 - 585.

schools, and the academy was organized. But the organization was not sufficient, and it soon slipped away even from the ideals that Franklin so clearly proposed. In the early nineteenth century dissatisfaction brought the organization of the public high school, which from the beginning succeeded more because of its form than because of its contribution to life needs of any kind. Nearly a hundred years later there was further dissatisfaction and the junior high school was organized, but so many administrators were content with the organization that they made entirely inadequate efforts to insure that the new institution remedy the deficiencies that brought it into being. The academy and the junior high school alone of all our educational units came into being with clearly stated and practical programs. Their failure to accomplish the objectives for which they were organized is the outstanding tragedy in our history."

"Organization is of course important, but it is not sufficient. A school is organized that it may be administered; it is administered that the pupils may be instructed. Despite our devotion to organization and administration, in which we have developed high degrees of skill, we must on a moment's reflection realize that they are merely to facilitate education, that in themselves they have no importance, and, in fact, no meaning. Instead of ancillary we have often in practise made them supreme."

"No wonder that our educational units are inar-

articulated when we have agreed on no such philosophy as is clearly needed. No wonder that each unit imitates rather than invents when administrators fail to hold a philosophy that would give direction. No wonder that the units themselves lack definite statements of the objectives which each should contribute to a unified and effective whole. One can search in vain the literature of education for any satisfactory statement of what large objectives the elementary school, whether of six years or of eight, is expected to accomplish, and naturally its achievements are variable. Bonser's statement is the best that we have, and at least half of that has had no effect on practice. For the junior high school there is a statement which would be salutary if it were as much used to direct practice as it is widely quoted. On senior high school and collegiate objectives there is no agreement, and little concern that there shall be. And for specialized trade schools, whether for industry, commerce, or teaching, the stated objectives are conspicuously lacking in comprehensiveness. So long as these statements are even measurably true, we of necessity will have inarticulated congeries of schools and not articulated systems."

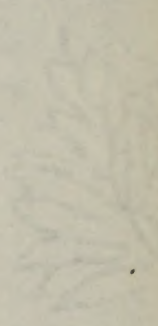
"What is proposed will be difficult to get. We may as well recognize that in the beginning. The difficulty arises primarily from the fact that we have so far gone along without a commonly accepted clear and comprehensive philoso-

phy and from our failure to face and consequently to agree on the principles that should control and direct our efforts. It is very comfortable to continue a traditional program, improving it in details here and there, without really meeting the challenges that a changed and changing civilization brings; and so far it has satisfied the great majority of the public, or at least has not sufficiently offended them to cause any material reduction of support. But you leaders of secondary education have more knowledge than the public and a larger vision. You know the vagueness of the stated aims, the indefiniteness of effort, and the smallness of contribution to the really vital challenges of life. You know that secondary schools, especially the great majority that are small in size and least varied in offerings, justify their efforts with only a fraction of the adolescent population. And as leaders you must initiate and carry through reforms from within before attacks from without weaken support or force changes that may not in a large sense be wise or desirable."

"Any really important reform in secondary education is, of course, dangerous, for it will affect the opinions, the prejudices, and the actions of citizens. It is not dangerous to change the methods of teaching a foreign language, to add to or to subtract from the course of study in geometry, to emphasize physics rather than chemistry, or to substitute mediaeval for ancient history, for the effects

of any or all of such changes are remote and uncertain. The instructor in mathematics is never attacked because of what he teaches; the instructor in sociology, on the other hand, is in constant danger. So is any teacher who attempts to affect the opinions, the prejudices, and the actions of youth in matters that the public considers important. While admitting cultural values, in the too infrequent instances when they are achieved, we know that those are the greatest and most immediate values in education which affect directly and indirectly the ways people act in society, the ways that determine happy and successful living. All articulation is ultimately concerned with this important and essential matter."

"It is important that we have facts, but we have already accumulated far more than we have used. We already know for many groups the number of schools, the organization, the cost per pupil hour in the several subjects, the number of teachers, their sex, preparation, and experience, the number of pupils distributed by sex, age, advancement, and intelligence quotients, their participation in extra-curriculum activities, and so on. But what we need is a philosophy that makes all these data meaningful. We already have scientific evidence of selection, general and special abilities, the effects of class size, the frequency of this or that. But lacking a philosophy that gives significance to the whole activity of education, we have been slow to use



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what has been discovered."

"It is the curriculum that first will be affected by philosophy. During the past few years a wave of curriculum reform has gone across the country. The laity as well as the profession has been convinced of its necessity. Committees have been appointed and appropriations, generous in education but niggardly and totally insufficient when measured by the need, have been made. The results have been pitifully small and tragically inadequate. Why? Partly because the challenge is too great to be met by any local group, usually working in the interstices of regular duties, but chiefly because there is no clear and generally accepted philosophy of education and no consequent definition of the special functions of the several administrative units. So long as we lack these the efforts at curriculum reform will be sporadic and the results of relatively small importance. So long as we make no serious and major effort to formulate the philosophy and to define the functions, you will be lacking in the leadership which your elected positions imply and which the public confidently expects from you."

From the foregoing statements made by Professors Briggs, Barr, Burton, Cubberley and others, one must realize the great importance of supervision. This vital phase of school work should be centralized and the responsibility of articulation, curriculum revision and continuity of subject matter should be placed in the hands of specialists.

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IV.Trends in Junior and Senior High SchoolSupervision and Articulation

In spite of the fact that the statements in the preceding section sound rather pessimistic as to the progress made in supervision and articulation, there has been a trend, here and there, in the right direction. The future looks brighter in this respect and it was the writer's pleasure to note certain tendencies in several school systems wherein much progress has been made in articulating the junior and senior high school units. Some of these observations are herewith listed below:-

1. Teachers of both schools are getting together and serving on the same committees for the purpose of reviewing certain courses of study.

This is a most hopeful sign of co-operation of effort and continuity of subject matter.

2. The newer teachers are bringing into the faculties a clearer understanding of the needs and objectives of both schools, which shows that Schools of Education have made notable progress in providing courses and training in these subjects.

Teacher in Junior and Senior High SchoolSupervision and Articulation

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1. Teachers of both schools are working together and striving for the same commonness for the purpose of reviewing certain courses of study.
2. This is a most hopeful sign of co-operation of effort and consistency of subject matter.
3. The best teachers are bringing into the field this element understanding of the needs and objectives of both schools, which shows that Schools of Education have made notable progress in providing courses and training in these subjects.

3. There has been an insistent demand for increased professional training for the teachers in service, which has caused many teachers to break away from tradition.
4. Salaries: Another very effective measure toward articulation is the tendency in many communities to establish a single salary schedule for both the junior and senior high school teachers. This procedure is more common in the Western part of our country than in the East, as there are only nine communities in Massachusetts where such schedules have actually been put into practice.

Other communities have also established a single salary schedule throughout the whole school system whereby all teachers from grade one through high school may reach the same maximum on a basis of equal training and experience.

What does this mean? It means that there will be no inducement for teachers to aspire to be transferred from one school to another merely for an increase in salary.

It means that the junior high school pupils will have the advantage of being taught by superior teachers; teachers who will remain in their positions longer; teachers who will possess

There has been an insistent demand for increased professional training for the teachers in service, which has caused many teachers to break away from tradition.

Salaries: Another very effective measure toward attitudinal change is the tendency in many communities to establish a salary schedule for both the junior and senior high school teachers. This procedure is more common in the Western part of our country than in the East, as there are only nine communities in Massachusetts where such schedules have previously been put into operation.

Other communities have also established a salary schedule throughout the whole school system whereby all teachers from grade one through high school and trade the same basis on a basis of equal training and experience.

What does this mean? It means that there will be no incentive for teachers to resign to be transferred from one school to another merely for an increase in salary.

It means that the fight with school quality will have the advantage of being fought by superior teachers; teachers who will remain in their position longer; teachers who will possess

higher qualifications in personality, culture and intelligence. Instead of the high school people feeling (the superiority complex) that they have the best teachers, the whole system will be effected and there will be no line of demarcation as far as teachers go.

The single salary schedule will raise the minimum amount of training for new teachers entering the system and it will encourage continuous professional improvement on the part of all teachers.

Such a scheme in salary adjustment should bring about a closer articulation, as well as improve the quality of teaching.

It is very evident at the present day that the teaching profession must compete with all other occupations and professions for the life service of these most promising young people. It is true that teaching has been slow in so doing, but the single salary schedule is one way at least in fostering this competition in quality of service.

Articulation of the junior and senior high school can be brought about only through co-operation of all the officials therewith connected; whether it be done through department heads, assistant superintendents or other designated officials, co-operation is of primary importance.

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It is very evident at the present day that the
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Attention of the junior and senior high school
can be brought about only through co-operation of all the
officials involved; whether it be done through
department heads, assistant superintendents or other de-
partment officials, co-operation is of primary importance.

It is the belief of the writer that perhaps the most encouraging and successful scheme yet attempted is that developed through the organization of department heads who are specialists in their subjects. This seems to be the most successful plan for a large school system. To meet the needs in these communities the department heads are given ample time to supervise their particular subjects in both the junior and senior high schools.

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V.

Articulation through Department Heads.

There seems to be a tendency in some communities, as shown by the results of the questionnaire in Section II, of placing the entire responsibility of articulation upon the department heads of the senior high school. This requires a very flexible program for the department heads in order that they might have time enough to carry on regular supervisory functions. Several types are herewith noted:-

I. In several communities where such a plan existed, the department heads did not visit the junior high school at all. Their main function was to call a meeting or conference of the junior high teachers of their respective subjects for the purpose of checking on textbooks and courses of study.

II. In other communities (very few of them) the department heads held monthly conferences with both the junior and senior high school teachers of their respective departments, and also carried on a rather systematic program of supervision. A splendid spirit of co-operation was evident in these schools and frank discussions were permitted at the conferences in regard to methods, course of study and textbooks.

III. While, in other communities, the department heads worked only in conjunction with the superintendent and prin-

cial in sort of a trio co-operative relationship. The department heads were always consulted in regard to any change in textbooks or teachers but had no supervisory power.

IV. Another scheme was noticed wherein the department heads were called supervisors, but only in name; absolutely no time was given them for supervision; no conferences were held and the only consideration or authority given them was the assisting in the selection of textbooks.

Who should Supervise? In a recent report issued by the Massachusetts Department of Education, the following statements were agreed upon by a special committee:-

"The problem of who should supervise, and the amount of supervision that each should do, has no positive answer. It depends almost entirely upon the size of the town or city for which the answer is made.

In a small community the chief function of the superintendent is that of a leader and supervisor of teachers. He has executive functions to be sure, but it is only through the supervision of his teachers that the children may receive the benefits from his educational theories and policies.

As the school system grows, it becomes necessary to delegate the details of his supervisory functions to oth-

¹ See Bulletin, 1929 - "The Supervision of Instruction", by Massachusetts Department of Education.

ers. The school system should never be thought so large that the superintendent's broader professional knowledge may not, through his subordinates, find its way into the day by day work of the teachers and children for whose welfare the schools are conducted.

We believe that in every system that has grown too large for the superintendent to devote the major part of his time to problems of supervision, the principal should be the chief supervisory officer in his school.

The principal, through daily contact with his teachers and pupils, knows their needs better than any one else can know them. He should keep awake professionally, and strive to interpret the policies of his superintendent. He should have such a knowledge of the technique of the teaching and learning process that he shall not only have qualities of leadership of sufficient strength to enable others to see his vision and to work happily together to make this vision a reality, but to help teachers to do this effectively. In order to direct the work most effectively he should have considerable to say in the matter of the selection of the corps who are to work under his leadership.

Whatever the size of the system may be, each school must be considered a supervisory unit, and in every school large enough to have a principal free to devote part or all of his time to problems of supervision he should be the principal supervising officer. It is the

highest function that a principal can exert in his school and he should be relieved as far as possible from clerical and other routine matters to enable him to give himself to the teachers and children under his direction.

In a large school the technique and details of teaching may well be supervised by the placing of a superior teacher as head of a department to co-ordinate and make more effective the work of several teachers who may be teaching the same subject.

To be selected for a department head should be the worthy ambition of all teachers in a given school. Such an appointment should be not simply a promotion based upon recognized superior ability, but teachers serving in this capacity should have extra financial recompense. The teaching load of such teachers should be so arranged that adequate time may be afforded them to make their supervision effective and helpful.

The policy of supervision of Junior High School work by a department head of a high school, may work successfully if the teacher selected has sufficient time for visitation, understands the junior high school and is in sympathy with it. He should also have actual experience in teaching the junior high school subjects. Another and perhaps better solution for this problem, especially in the larger schools, is a subject supervisor. Such a supervisor would consider the needs and interests of all the children

highest function that a principal can exert in his school
and he should be relieved as far as possible from clerical
and other routine matters so enable him to give himself
to the teachers and children under his direction.

In a large school the technique and details of
teaching may well be supervised by the principal or a deputy
of teacher in head of a department to co-ordinate and make
more effective the work of several teachers who may be
teaching the same subject.

To be effective for a department head should be
the worthy addition of all teachers in a given school.
Such an arrangement is not simply a protection based
upon recognized superior ability, but teachers serving in
this capacity should have extensive financial experience. The
teacher's part of each department should be so arranged that
adequate time may be allotted to the study of their
vision effective and helpful.

The policy of management at Junior High School
may be a department head of a high school, may work two-
partially in the teacher selected, and authorized also for
visitation, maintenance of the Junior High School and is in
sympathy with it. He should also have actual experience in
teaching the Junior High School subjects. Another and per-
haps better solution for this problem, especially in the
larger schools, is a system of supervision. Given a supervisor
would coordinate the heads and assistants of all the children

and would unify and correlate the work of each grade rather than emphasize the requirements of any one school.

In order to secure the best results in some of the special subjects, such as drawing, music and penmanship, highly trained specialists may well come into the schools to supervise the work being carried on by the teachers of these subjects in the regular program of the school. The special supervisor should not, however, lose sight of the fact that it is the child more than the subject that is being taught, and that his chief contribution to the school is to help teachers better present subjects which may help children to grow and to find themselves.

All such supervisors should work through the principal, according to schedules and programs which he may arrange, and always with a clear knowledge of the things the principal is trying to make come true in his school. Under no conditions should they assume that they have the right to come into a school at their convenience or pleasure and take the time of teachers or pupils which properly has been programmed for other subjects.

A supervisor who visits with the idea of co-operating with the existing organization of a school can be of great help. One who comes with the thought that upon his arrival the regular machinery of the school must be stopped or set aside by his authority will never secure the harmony and good will among the teachers he is supervising. However

and would fully and completely the work of each grade rather than emphasize the requirements of any one subject.

In order to secure the best results in some of the special subjects, much re-organizing, change and rearranging of the special subjects may well come into the school to supervise the work being carried on by the teachers of these subjects in the regular program of the school. The special supervisor should not, however, lose sight of the fact that it is the child more than the subject that is being taught, and that his chief contribution to the school is to help teachers better present subjects which may help children to grow and to find themselves.

All such supervisors should work through the principal, according to general and departmental as well as specific, and always with a clear knowledge of the things the principal is trying to make come true in his school. Under no conditions should they assume that they have the right to come into a school at their convenience or pleasure and take the time of teachers or pupils which properly has been given to other subjects.

A supervisor who works with the idea of co-operation with the existing organization of a school can be of great help. One who comes with the thought that upon his arrival the regular teaching of the school must be stopped or curtailed by his authority will never secure the harmony and good will among the teachers he is supervising. However

able he may be in the technique of teaching or the knowledge of subject matter, unless he can get these two things from the teachers his supervision will not amount to much. The greatest factor in his success as supervisor is the relationship which he establishes with the principal of the school. In other words, the principal should be the chief supervisor of his building."

For a large school system, it seems very evident that type II will eventually prevail. As stated before, there is no intention of diminishing the authority or responsibility of the principal, but, as already shown, it is physically impossible for principals (in their manifold duties) to carry on a well articulated program of supervision.

A well trained, experienced department head, a specialist in his subject and one who understands supervision, will get results. However, he must be given ample time for this work; otherwise, he should not be held responsible for proper articulation of the various units.

The following diagrams show different types of supervisory organization:-

Type I shows the simplest type of Supervisory Organization; Type II shows a Departmental Organization where Supervisory Duties are delegated to Department Heads; while Type III shows an Organization where Supervision of Instruction is delegated to a Supervisor of Instruction.

while he may be in the technique of teaching or the knowledge of subject matter, unless he can get these two things from the resources his organization will not amount to much. The greatest factor in his success as supervisor is the relationship which he establishes with the principal of the school. In other words, the principal should be the chief supervisor of his building.

For a large school system, it seems very apt-

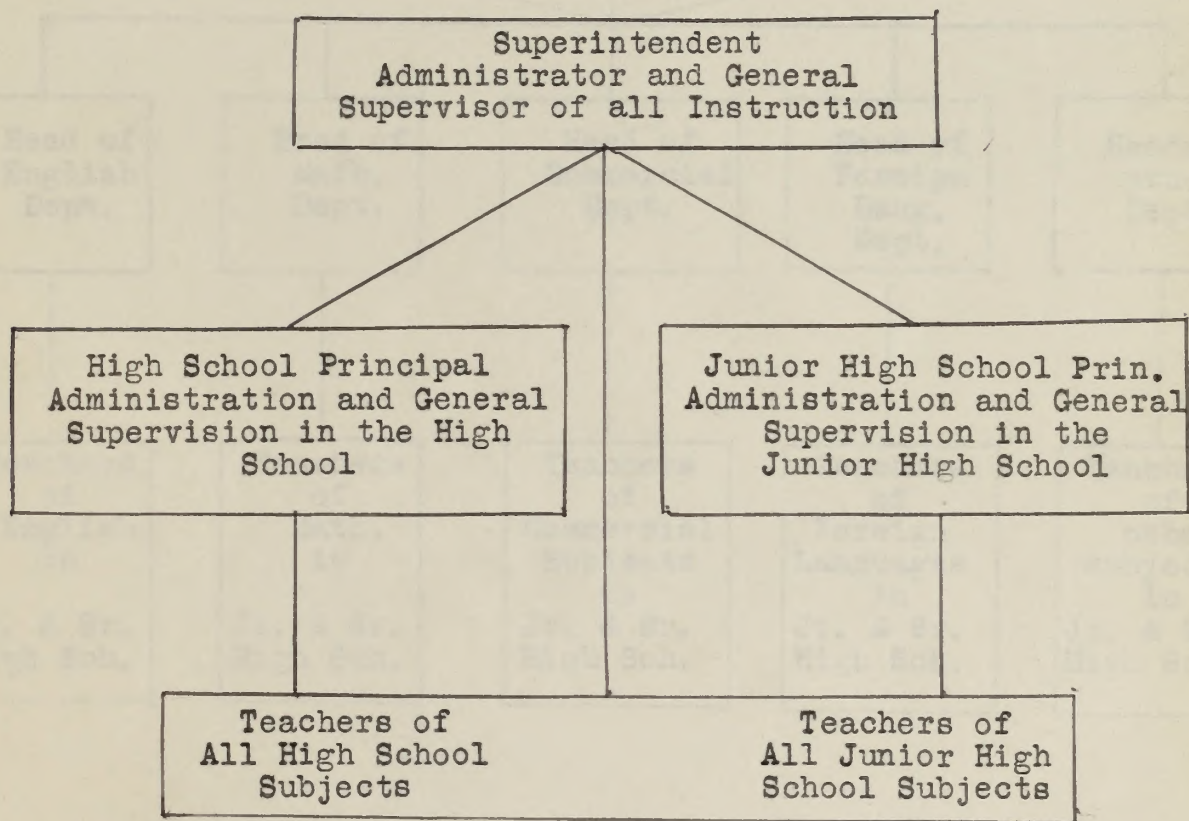
that that type II will eventually prevail. As stated before, there is no intention of eliminating the authority or responsibility of the principal, but, as already shown, it is practically impossible for principals in their own right duties) to carry on a well administered program of supervision.

A well trained, experienced, efficient head, as essential in his subject and the one who understands supervision, will be needed. However, as stated by Elton Mayo, the for this work; otherwise, no change can be made. responsible for proper administration of the various units. The following diagram shows different types of

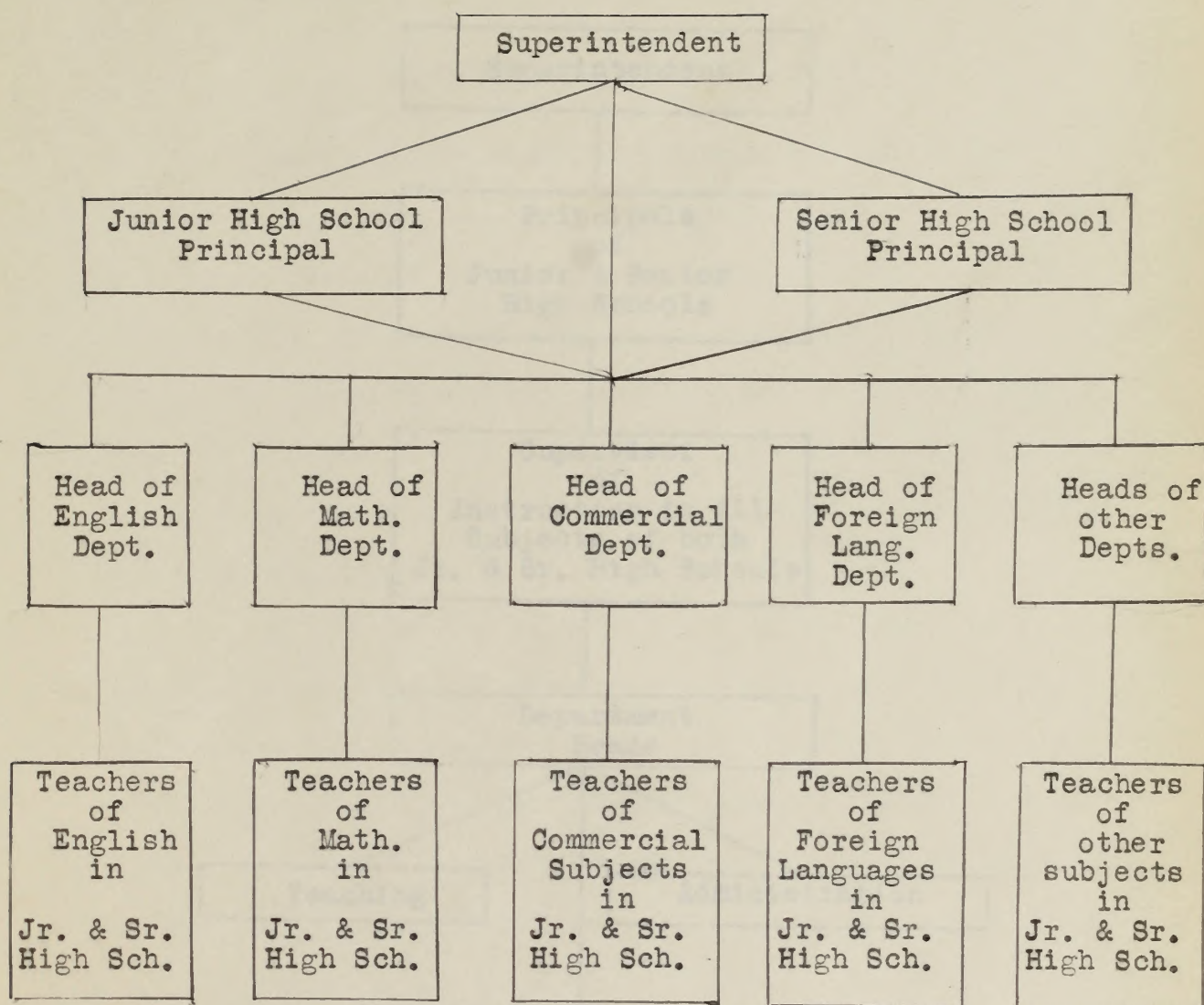
supervisory organization:-

Type I shows the simplest type of supervisory organization. Type II shows a Departmental Organization where Supervisory Duties are delegated to Department Heads; while Type III shows an Organization where Supervision of Instruction is delegated to a supervisor of Instruction.

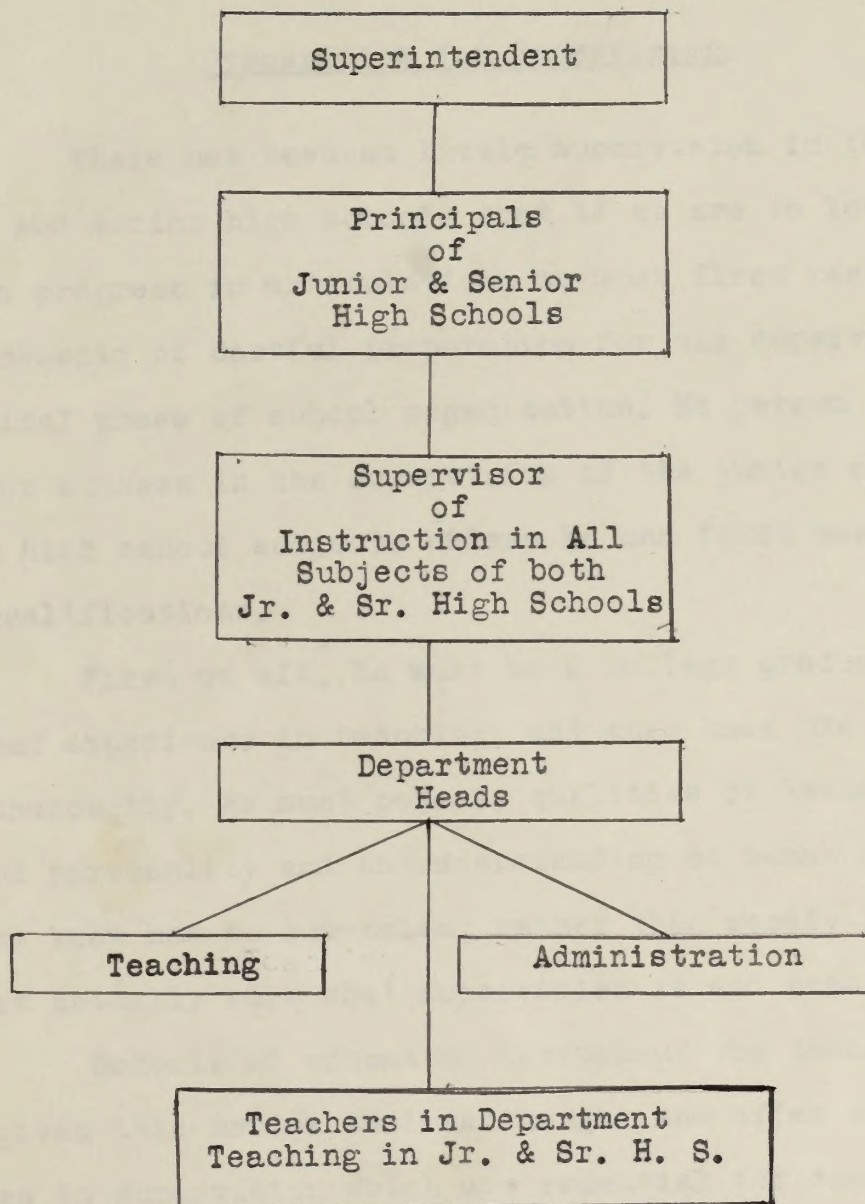
Diagrams showing Forms of Organization
for Supervision



Type I. The simplest type of Supervisory Organization.



Type II. A Type of Departmental Organization where Supervisory Duties are Delegated to Department Heads.



Type III. A Type of Organization where Supervision of Instruction is Delegated to a Supervisor of Instruction.

VI.

Preparation for Supervision.

There has been so little supervision in the junior and senior high schools that if we are to look forward to progress in articulation, we must first realize the necessity of careful preparation for the supervisor of this vital phase of school organization. No person can hope for success in the supervision of the junior and senior high school subjects unless he can first meet certain qualifications.

First of all, he must be a college graduate; have had experience in teaching; and must know his subject thoroughly. He must possess qualities of leadership, of good personality and an understanding of human nature. He must know how to supervise, rather than merely inspect; he must actually know what supervision is and practice it.

Schools of education throughout the country have given this matter serious thought and offer special courses in supervision which are essential for the preparation of any supervisor.

Cubberly in "The Principal and His School" says:-

"The less supervision seems to be inspection

E. P. Cubberly - The Principal and His School, p. 440;
published by Houghton Mifflin Co.

and checking-up, the more will teachers be encouraged to do their best and the better will be the spirit prevailing throughout the school. The principal who can make his visits welcome, who encounters good will as he goes from room to room, and who, because of this, sees the best the teachers can do and draws from them their best work and ideas, has an asset of great value that he ought to strive to keep."

This is true, not only of the principal, but of any supervising officer; good articulation cannot be obtained through the inspectional type of supervision; consequently, a subject supervisor should never visit the classroom at random.

It is taken for granted that the supervisor of the junior and senior high school will have complete knowledge of textbooks and courses of study; but it is of utmost importance that he also have complete knowledge of the development of junior and senior high school students, as well as the system itself.

Comparison of Junior and Senior High Schools. 'The junior high school period is a period of renewed social interest. The pupil begins to look forward to adult life. The need is for social studies on a scale never yet attempted in

¹ Dept. of Superintendence - Seventh Year Book. Pages 20-21.

American schools. The schools of Europe have long recognized this period as the threshold of maturity. It is the period of confirmation into the church and the period of industrial education for the vast majority of pupils. While the American system is not organized with the same social purposes as the European schools and will certainly not imitate the procedures of those schools, it is enlightening to note the wisdom of older civilizations which have by long experience come to a form of organization dictated by the needs of maturing pupils. European schools provide a treatment of early adolescence which is fundamentally different from the treatment of other periods. American schools have only lately discovered the necessity of a special form of organization for the early adolescent. The reconstruction of the curriculum to meet the needs of the period has not gone far enough to be described as satisfactory. One fact stands out clearly, however, in the new organization; this is the fact that the school of early adolescence is different from the school of primary grade and from the school of the middle-grade period.

The high school is perhaps more in flux than any unit of the school system. Its relations to the junior college and to the junior high school are so far from clear definition that it is hazardous to prophesy what is to become of the high school. It seems to be the function of the educational unit which trains late adolescents, to com-

American schools. The schools of Europe have long recognized this period as the threshold of maturity. It is the period of transition into the adult and the period of industrial education on the vast majority of pupils. While the American system is not organized with the same social purposes as the European schools and will certainly not imitate the procedures of those schools, it is interesting to note the vision of other civilizations which have by long experience come to a form of organization dictated by the needs of maturing pupils. European schools provide a transition of early adolescence which is fundamentally different from the treatment of other periods. American schools have only lately discovered the necessity of a special form of organization for the early adolescent. The recognition of the transition to meet the needs of the period has not gone far enough to be described as satisfactory. The fact stands too clearly, however, in the new organization of this is the fact that the school of early adolescence is different from the school of primary grade and from the school of the middle-grade period.

The fifth school is further away in time than any one of the school stages. The relation to the transition from childhood to the adult world and to the social life of the young man or woman is so different that it is necessary to propose what is to be called the fifth school. It seems to be the function of the educational system which trains late adolescents, to cov-

plete general education and to open the way for specialization. If this view is generally accepted in the coming years, there will have to be a corresponding and very radical change in the college. That institution will have to give up the purpose of carrying on general education, which has been one of its avowed functions, and will have to emphasize more than it does now the pre-professional courses which have been so extensively introduced into the last years of the college curriculum.

Whatever the future of the high school and the college, it is quite certain that the needs of maturing pupils will be determining factors in deciding the final form of organization of these institutions. As soon as educators come to realize that articulation of institutions must be based on a study of the facts of human development, not on arbitrary decisions or on tradition, a scientific basis will have been established for the organization of the school system.

A new problem of articulation is beginning to present itself because of the enormous expansion of certain units of the educational system. The public high school has grown more rapidly than have the institutions above it. The result is that there is no adequate provision at the collegiate level for all those who have passed through the high school. The colleges, which in many cases have far more restricted programs of study

than do the high schools, cannot adapt themselves to the entrants who are seeking admission. The professional schools above the colleges are in turn limited in their ability to absorb the products of the colleges. One of the most difficult problems of educational administration of the present period is to adjust the higher institutions with their limited facilities and limited curriculums to the enormously expanded high school.

Jesse H. Newlon, in an address a few years ago, stated that:-

¹"Today it is the intention of leading educators to include in the secondary school program the seventh, eighth and ninth years. Secondary education begins with the seventh year where the pupil transfers from the elementary program. This is usually the beginning of the adolescent period, a most logical time for the elementary education to change in character."

Harrison VanCutt, in a recent article, also states the following:-

²"Consequently, secondary schools are responding to the demands of the times by taking unto themselves the manifold tasks of training all boys and girls who want to get an education in order to live fuller and richer lives and are revising their philosophies, policies, objectives,

¹ Jesse H. Newlon - Dept. of Superintendent Official Report, March, 1927, p. 99.

² Harrison VanCutt - Supt. Issue of Jr.-Sr. High School Clearing House, p. 38.

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their limited facilities and limited curriculum to the
enormously expanded high school.

James H. Taylor, in an address a few years ago,
stated that:-

"Today is the era of the integration of leading educators
no longer in the necessary to all progress the world.
at the high school level. Secondary education begins with
the eighth year where the most talented from the ele-
mentary schools. This is usually the beginning of the
elementary period, which is the time for the elementary
education to change in character."

Bartholomew Wright, in a recent article, also
states the following:-

"Consequently, secondary schools are responsible
to the society of the time by taking into consideration the
socially sound training of boys and girls who are to
grow as citizens in order to live better and richer lives
and are teaching their philosophical, religious, objectives.

programs, materials and methods to better satisfy the needs of all their pupils."

This is a tremendous change from the old form of procedure when the senior high school and the junior high school authorities were travelling in opposite directions.

If proper articulation is to prevail, the supervisory staff of the junior and senior high schools must have a power of vision which will enable them to appreciate the larger objectives of an education for everyone sufficiently adequate to enable him to adjust himself to society with the least possible friction to himself and others, to inspire him to want to serve society, and to encourage him to gain that understanding and appreciation of life's values which will enable him to contribute to society with his skill, his knowledge and his personality. This is a matter of training in attitudes and right habits. It is a matter which includes many personalities for its performance, many varying types of children and as many dispositions; it is a matter that is affected by many community influences, many ambitions and desires, and requires the hearty co-operation of all in order that the ultimate outcomes may be beneficial.

The persons who will have more to do than any others in putting across this plan of articulation are the teachers and the supervisory staff. To set up objectives

for work through various school units so that the whole program shall be valuable for life in a democratic society requires articulation of ideas, ideals and methods.

The program of studies and the teacher are the two most fundamental agencies for the education of children. Unless the various curricula offered in the several units and the objectives which embody the ideals of the teachers in the different units be well planned and articulated with the needs of children the program of articulation will fail. The ideas and ideals of teachers may be molded, modified and changed by the type of supervision that is given.

If supervisors have clear-cut, well articulated ideas concerning the desired immediate and ultimate objectives of education in the junior and senior high schools and can make their ideas live in the minds of others, then school procedures will closely correlate in service to the pupils.

The word "supervisor" should not mean critic nor should it connote a dominant authority to be handed down from above and to be accepted without question by the privates in the teaching camps. The supervisors who are articulating and co-ordinating the work of the various school units are those who consider themselves as co-workers with their teachers. Teachers who are friendly towards one another will accomplish much in articulating the various

units in which they work.

Supervision is for the improvement of the teaching process, not of single and isolated parts as such, but for the improvement of the teaching process as a whole from the beginning to the end of the entire program. It includes the supervision of pupils through their educational careers, making careful adjustments as they progress and furnishing opportunities to explore. It is the responsibility of supervision to guide pupils through the junior high school to the senior high school and through the senior high school.

Humanizing Supervision. ¹With the need for more teachers and more buildings in many communities, however, and with the rapid increase in transiency in America, there has come a concomitant need for some standardization in the subject matter and methods in the junior and senior high schools, for co-ordination of the work in the various schools and even in the various communities. ²"Any good program of supervision", says William H. Burton, "should have among others, the following underlying principles:-

1. Supervision should redirect and improve the work of the average and mediocre teacher.
2. It is essentially a co-operative procedure.
3. It is impersonal, but there must be manifest a kindly and sympathetic spirit.
4. It may be inspectional, but it should never be simply that and nothing more.

¹ School Board Journal - Prof. Harlan C. Hines, Nov. 1930, p.37.
² Supervision and the Improvement of Teaching by W. H. Burton, pp. 10 - 12.

5. The administrative aspect of supervision is secondary to the pedagogical."

The supervisor must be an artful teacher, as well as one trained in the principles of method. He also should not only have had courses in which these principles are elaborated, but practice in supervision as well. He should have experience in curriculum making, testing and measuring and kindred activities.

Above all, he should be a good teacher; understand the philosophical principles underlying education; and be able to articulate the special aims of classroom procedure with the general aims of education.

The important task is to improve teaching. The child is the thing, and the school system, theoretically at least, exists for him. Everything that is done is pointed toward the improvement of the child through formal training and both the teacher and the supervisor must keep this constantly in mind. The supervisor visits the classroom, not to rate the teacher but to help the teacher over the rough places, where help is needed.

Few people there are who do not respond to friendliness; hence, the supervisor must be friendly: he must be human: otherwise, he will fail to secure the best results.

Personality of the Supervisor. This section on Preparation for Supervision would not seem complete without a brief

statement on the personality of the supervisor. Courses of study at schools of education are rather necessary, as has already been stated; but it isn't possible for a school of education or any other school to train a supervisor in such a way that he will be prepared to meet all situations in life exactly right. Experience is always a good teacher; but, in many cases, personality is of greater importance.

Mr. Frazier has so aptly summarized this whole matter in a statement in regard to the personality of a superintendent, which fits with this discussion so well that he is herewith quoted:-

' "The personality of a superintendent is the sum total of all the reactions he makes to other human beings. The bunching of traits which are his personal-professional assets on the reaction side he owes to heredity, which was a bit more kind to him than to the average of his fellows; but the way he thinks and feels and reacts in the manifold situations of life - his habit mechanisms and reaction patterns - were formed in considerable part by the ministering hands, rough and gentle, of his acquaintances, friends and enemies. There is a ceaseless working partnership between the superintendent and community, which makes possible the constantly repeated miracle of personality formation. The great among men simply harmonize most successfully with

' B. T. Frazier - School Board Journal, March, 1927, p. 41.

CHIEF OF BOND



their fellows over a long period of time, entering positively and with vigor into the inner life of humanity."

"Personality is attained by the give-and-take with one's fellows. Sometimes society smiles at our sins and sometimes visits us with much suffering for no offense but weakness."

Too much cannot be said in favor of proper personal qualifications and a list of such personal qualities are herewith presented for the consideration of any supervisor:-

1. Sense of humor.
2. Persistence.
3. Initiative.
4. Will power.
5. Conscientiousness.
6. Social adaptability.
7. Personal appearance.
8. Leadership.
9. Cheerfulness.
10. Physical self-control.
11. Courage.
12. Dependability and sincerity.
13. Good fellowship.
14. Emotional self-control.
15. Unselfishness.
16. Self-expression.
17. Sympathy.
18. Enthusiasm and optimism.
19. Fairness.
20. Certain amount of dignity.
21. Co-operation.
22. Use of voice.
23. Idealistic.
24. Industry.
25. Loyalty.
26. Refinement.
27. Ability to command attention.
28. Alertness.
29. Sense of order.
30. Health.
31. Good taste.
32. Interest in others.
33. Firmness.
34. Modesty.

their fellow over a long period of time, whether positive-
ly and with vigor into the inner life of humanity."
"Personality is retained in the five-sense with-
out failure. Sometimes possibly it is at one time and some-
times it is at another, but no offense has been
taken."
The word cannot be said to have a proper ex-
pression, but it is not a true personal expression
and is not a true expression of any person.

1. Sense of touch
2. Taste
3. Sight
4. Hearing
5. Smell
6. Feeling of cold and heat
7. Feeling of wet and dry
8. Feeling of hard and soft
9. Feeling of rough and smooth
10. Feeling of light and dark
11. Feeling of sweet and sour
12. Feeling of bitter and salty
13. Feeling of hot and cold
14. Feeling of heavy and light
15. Feeling of fast and slow
16. Feeling of high and low
17. Feeling of near and far
18. Feeling of up and down
19. Feeling of in and out
20. Feeling of before and after
21. Feeling of right and wrong
22. Feeling of good and bad
23. Feeling of love and hate
24. Feeling of joy and sorrow
25. Feeling of life and death

Some of the foregoing traits are more important than others, but all seem to be necessary. In all probability, leadership, co-operation, personal appearance, sense of humor and dependability are as important as any and, in fact, most of the others can be interwoven into these five.

The foregoing discussion shows to a certain extent how inclusive supervision really is; and that the supervisor must make preparation for it. The chief function of the supervision of the junior and senior high school will of course pertain to improving teaching in both schools, and improving the curriculum. It will also involve selection of textbooks; otherwise, proper co-ordination and continuity will not be realized.

¹Mr. Judd states that definite methods of supervision must be decided upon. Officials must "Keep Up to Date" or they might impose old methods upon the teachers. They must not wholly rely upon measurements by tests, or any other form of direct examination, and must take into account the whole situation of class and teacher.

²"Attention should be centered on the study of some new problem; the mastery of some new technique; the investigation of some new technique; the investigation of some new procedure or experimenting with some new type of

¹ C. R. Judd, in Educational Administration and Supervision, May, 1926, p. 345

² Orville Brown - Educational Administration and Supervision, Sept., 1926 issue, p. 413.

Some of the foregoing studies are more important than others, but all seem to be necessary. In all progress, leadership, co-operation, personal appearance, and at least the responsibility are as important as any and in fact, most of the above can be introduced into these lives.

The foregoing statement shows to a certain extent that the inclusive education really is and was the supervisor must make preparation for it. The chief function of the supervisor of the junior and senior high school will of course be to supervise teaching in these schools, and improving the curriculum. It will also involve selection of textbooks; otherwise, proper co-operation and continuity will not be realized.

Mr. J. H. Jones that defines methods of supervision must be defined upon. Ellsberg must "keep up to date" on the new ideas and methods upon the teachers. They must not merely rely upon measurements by tests, or any other form of direct examination, and must take into account the whole situation of class and teacher.

Attention should be centered on the study of some new problem; the mastery of new new techniques; the investigation of some new technique; the investigation of some new procedure or experimenting with some new type of

O. E. Smith, in Educational Administration and Supervision, May, 1926, p. 105
Cavillie Brown - Educational Administration and Supervision, Sept., 1926 issue, p. 41.

organization" says Mr. Orville Brown. This would keep the whole teaching force stimulated and make the interest of all centered upon some problem rather than upon the shortcomings of a teacher. It becomes our problem, rather than my problem, and secures co-operation and good feeling, and replaces the inferiority-superiority element.

Conferences. The supervisor should know how to conduct conferences with his teachers. He should always keep in mind this point:- "This is my opportunity to be helpful." He might well keep in mind the following points for discussion:-

1. Did the teacher successfully manage the physical materials used in the lesson?
2. Did the teacher make a wise selection of learning situations and pupil experience?
3. Is the teacher cognizant of the mental processes involved in the different types of learning?
4. Does the teacher recognize individual differences? Does she vary the standard of attainment held out to the class?
5. How can I best conduct this conference so that the teacher will leave it happier and ready to work harder to overcome her weakness?

A conference of this type requires throughout definite planning and knowledge of what good teaching is. Consequently, no person should ever undertake supervision without adequate preparation in technique and personal qualities.

organization" says Mr. Deville Brown. This would keep the whole-reading focus eliminated and make the focus of all centered upon some practical rather than upon the abstract of a teacher. I believe the problem, rather than my problem, and because of repetition and good feeling, and replaced the inferiority-superiority element.

Conclusions. The speaker should know how to conduct conferences with his teachers. He should always keep in mind this point: "This is an opportunity to be helpful." He might well keep in mind the following points for discussion:

1. Did the teacher successfully manage the typical conference with his class?
2. Did the teacher make a wise selection of learning situation and pupil experience?
3. Is the teacher concerned of the mental processes involved in the different types of learning?
4. Does the teacher recognize individual differences? Does he vary the standards of achievement held out to the class?
5. How can I best conduct this conference so that the teacher will leave it with a ready-to-use plan for his class?

A conference of this type requires thoughtful selection of planning and knowledge of what good teaching is. Consequently, no person should ever undertake supervision without adequate preparation in technique and personal qualities.

VII.

Articulation of Subjects in the Junior and Senior High School.

A successful supervisory program should make provisions for the revision of courses of study whenever and wherever necessary. The importance of this matter is well expressed in the Junior-Senior High School Clearing House of September, 1929, by Dr. Joseph Roemer, Professor of Secondary Education at the University of Florida. He states that many educators of the Southern Association desire a dual system of college entrance and introduced the following resolution to that effect at one of their recent conferences:-

' "In the development of the junior high school there is a feeling on the part of a good many of its constituents that the present requirement of fifteen entrance units to college brings undue pressure to bear upon the junior high school in order to dovetail it into the senior high school which in turn is dominated largely by the college entrance spirit. Consequently there is a feeling among many of the members of the commission that action should be taken looking towards a dual system of college entrance in addition to the fifteen or sixteen units re-

' Dr. Joseph Roemer in Junior-Senior High Clearing House, p. 49, Sept. '29.

' Proceedings of the Association of Colleges and Secondary Schools of the Southern States.

Attitudes of Subjects to the Junior and Senior High Schools

A successful university program should make provisions for the revision of courses of study whenever and wherever necessary. The importance of this matter is well expressed in the Junior-Senior High School Operating Manual of December, 1939, by Dr. Joseph Hower, President of the National Association of the University of Florida. He states that many educators of the Southern Association have a real sense of college entrance and introduction to the college. In addition to that effect of one of their recent conferences:-

"In the development of the Junior High school there is a feeling on the part of a good many of the non-diplomats that the present reputation of the school is due to the college which is present in the school. The Junior High school is often to be found in the Junior High school which is now a school largely by the college entrance spirit. Consequently there is a feeling among many of the members of the commission that action should be taken looking toward a dual system of college entrance in addition to the fifteen to sixteen mile entrance."

Dr. Joseph Hower in Junior-Senior High School Operating Manual, December, 1939.
Proceedings of the Association of Colleges and Secondary Schools of the Southern States.

quired now for entrance by our institutions of higher learning. Some feel that there should be an alternate entrance regulation of twelve units when done in a senior high school of three years. With this thought in mind the following resolution was passed by the Commission:

'Whereas, many schools in the Southern Association are now organized on the 6-3-3 plan, making the senior high schools three years in length; and Whereas, this makes it desirable to recognize three years of senior-high work as meeting requirements from such schools for college entrance; and Whereas, over seventy-one per cent of the colleges in the Association are recorded as favorable to such a plan; and Whereas, a worthy precedent has been established already by the North Central Association, which now allows colleges to accept twelve units of senior-high-school work as meeting college entrance requirement: Now therefore, Be it resolved by the Commission on Secondary Schools, that the Association of Colleges and Secondary Schools of the Southern States is hereby petitioned to take such action as will permit (but not require) colleges of this Association to fix entrance requirements upon the basis of twelve senior-high-school units, and not thereby jeopardize their good standing or other interests in this association. To this end we request that the Association suggest to the Commission on Higher Institutions the need to consider and take such action on the matter as will enable it to be brought before

the Association for final action at its next meeting.'"

From the writer's experience in observing the work in some of the schools in Massachusetts, he believes that a desperate effort is being made to carry on a well articulated program. Only a few communities have succeeded, however: only a few communities have been successful in securing the proper organization and supervision for a program of proper articulation of subjects. In this respect New England is far behind other sections of our country.

Articulation in English. There is no reason whatever why there should not be close articulation in English between the junior and senior high schools, providing that there is a clear understanding of objectives.

In some schools, under the head of literature, pupils are required to read and appreciate a given list of classics. Many of these are entirely beyond the comprehension and appreciation of pupils of low mentality who are today entering the tenth grade. 'An appreciation of good reading material, whether in the field of the classic or in the field of narration, or the work type of reading, is entirely disregarded. All pupils are expected to be able to read the classic and to appreciate it to the fullest degree. For example, in a certain school in

/' L. W. Rader - Sept., 1929 - Junior-Senior High Clearing House, p. 57.

the ninth grade, one of the requirements is the reading of "Lady of the Lake", with a view of knowing time, place, setting of the story, naming two of its leading characters, the theme of the story, the main events of the story, and to repeat from memory fifty lines of committed work. No provision is made for the development of an appreciation in the field of the pupils' greatest interest, whether it be in the field of classic or outside of the classic.

The minimum essentials in grammar for entering the tenth grade are set up in a manner to require definitions of all the different parts of speech and other grammatical terms. Grammar is most formal and definitive instead of being practical and recognitive.

This is also true of composition and spelling in which all requirements are highly technical, rather than making organized thought the chief objective.

The teachers of the junior and senior high schools should get together and set up a more flexible program; one that would meet individual needs. There should be a blending and integration of objectives in both schools with flexibility so that the slower pupils would not become completely discouraged. The requirements in English for the industrial groups do not necessarily have to be the same as those of the academic groups.

' Dr. Warren W. Coxé of the Research Division of

' Junior-Senior High School Clearing House, p. 73 - Oct., 1930.

the New York State Department made a careful study of courses of study in Junior High Schools by sending questionnaires throughout the country: his observations are as follows:-

"Before mentioning any particular junior-high-school subjects, certain observations can be made which are characteristic in general of all subjects. It became obvious as we studied our data that the seventh- and eighth-grade subject matter does not differ materially from the traditional seventh- and eighth-grade subject matter. The English, mathematics, history, etc., are nearly the same in content and organization as have been offered under the old grade system; the ninth grade contained the ninth-grade material of the traditional four-year senior high school. Thus, there seems to be a break between the eighth and ninth grade which has traditionally existed and which is not met by the newer type of organization."

"A second general observation is that there is stress upon the formal aspects of every subject to the neglect of other aspects which are considered more characteristic of the junior high school; that is, there is great emphasis on the mechanical phases of language, drill work in arithmetic, informational phases of history, etc., and relatively little emphasis on the problem side of these subjects or upon their application to everyday life. There is thus little emphasis upon initiative or creativeness or

the encouragement of widening interests. In other words, there is a general tendency for the purposes of the courses, in the junior high schools studied, to follow the traditional purposes of the same grades when under the older type of organization. The distinctive purposes which have been talked about as peculiar to the junior high school do not appear to have a prominent place."

"The third observation relates to the subjects which are reported by these junior high schools. In general the subjects are the traditional subjects. In a few instances, however, there is evidence of a reorganization of subject matter through such courses as general language, general mathematics, general science, social studies, etc. In comparatively few of the junior high schools, however, is there evidence of this trend."

"One should not be discouraged because there is comparatively little evidence of these newer trends. The fact that they exist in some junior high schools possibly should be sufficient to give us considerable encouragement. We would be unfair to the junior-high-school movement were we to expect evidences of maturity. That there are these beginnings in a few places and in a few subjects indicates the youth of the organization and also its virility."

"English is a required subject in all three years. The same topics are repeated in all grades, varying somewhat in the amount of emphasis. The amount of literature

read is surprisingly small. On the average the seventh grade reads about 1100 pages; the eighth grade, 850 pages; and the ninth grade, 1200 pages. An average pupil could undoubtedly read all this material in a month and yet the junior high school spreads it over a year. The essay and the poem, for no accountable reason, are given more attention in the seventh and eighth grades than in the ninth. Descriptive and argumentative material seems to be totally lacking in all grades. Narration is prominent in all grades but especially so in the ninth grade. It is difficult to justify this diversity of emphasis."

"Grammar receives a great amount of attention in all grades but particularly in the seventh and eighth. Of the composition and grammar texts more than half the pages are devoted to technical grammar, whereas about ten per cent are given over to composition. In the ninth grade, between a third and a half of the space is devoted to technical grammar. While some grammar can easily be justified, it is doubtful if it is of so much greater value than composition as to warrant this amount of attention."

"The number of aims listed by the teachers run from 139 in the seventh grade to 180 in the eighth. About 37 per cent of the aims mentioned in the seventh grade have to do with the development of skills, habits, and the acquisition of knowledge. In this same grade 38 per cent are directed towards self-expression and self-activity. Some

of the latter are as follows: "to develop effective self-expression, oral and written"; "to induce pupils to express themselves fully, freely, and spontaneously"; and "to write good letters". In the eighth grade there seems to be less effort made to develop self-expression, for only 22 per cent of the aims can be so classified. The ninth grade apparently attempts to emphasize appreciation although the predominant aim is that of formal training. Certain teachers recognize that English can be used to cultivate desirable personality characteristics, training in critical thinking, to develop attitudes of appreciation, and to train for citizenship."

"On the whole, one can safely say that there is no subject in the junior high school which is in greater need of complete reorganization than English. There is much evidence of careful thinking and planning on the part of the teachers of this subject, but the lack of any co-ordination of the work of successive years makes one doubtful whether there can be much real growth in the power of pupils to handle the English language or to appreciate good literature."

Articulation of Junior-Senior High School Latin.¹ "The introduction of Latin in the eighth grade by many junior high

¹ Dr. Warren W. Coxé--Junior-Senior High Clearing House,
p. 75, Oct., 1930.

schools is an effort to lengthen the period for training in Latin. It tends to relieve the congestion of material which we have long recognized as characteristic of first-year Latin. By bringing Latin into the eighth grade it has been possible to make certain changes of emphasis. Less attention is given to the mechanics and more attention to extended reading and to the influence of Latin upon English. In spite of these excellent tendencies there is a comparative dearth of supplementary material used, this in spite of the fact that in the last few years there has been an abundance of easy, interesting Latin published. Teachers show little agreement in regard to the topics which should be presented in eighth- and ninth-grade Latin or as to the order in which they should be presented."

A great deal of difficulty has been experienced in some schools in Latin because some of the junior high schools offer Latin for all three years; during the seventh, eighth and ninth years. While this represents more than one year's work, only one year's credit is given. Quite often the junior high students on entering the high school are well versed in some of the more difficult constructions and most of the earlier books of Caesar.

The high school teachers of Latin, basing their procedure on the old traditional courses, will oblige these former junior high students to repeat a considerable portion of the work they have had, with no perceptible

pleasure and slight profit.

¹"There should be a better understanding of what the senior high school wants from the junior high school in return for one unit of credit given. If the senior high schools expect the junior high schools to work only as far as the subjunctive mood and no Caesar, then the junior high school teachers should accept this and spend the remaining time on something more profitable, such as an appreciation of Latin and the reading of connected Latin and less learning of forms. A few forms well learned will probably answer all purposes for the tenth year. Furthermore, the formational and inductive development of grammar employed by the more recent books does not mean that students are not expected to know what they have studied. Such procedure will give the junior high school pupils a wider experience in reading Latin and also more continuity to the work as they enter the senior high school."

The Articulation of Mathematics. ²When pupils in academic mathematics enter the Senior High School, the teachers have certain definite knowledge of what to expect of them. These students have had one year of algebra - whether it is traditional algebra or general mathematics. It may mean a year's work in traditional algebra done by a selected group

²The Articulation of Math. J. A. Drushel. Junior-Senior High Clearing House, Sept., 1929, p. 52.

¹Edith R. Godsey - Junior-Senior High Clearing House, p. 55, Sept., 1929.

pleasant and slight profit.

"There should be a better understanding of what the senior high school wants from the junior high school in nature for our own at present. It is the senior high school aspect that junior high schools are working on for as the representative work and no longer. Then the junior high school teachers should accept this and spend the remaining time on something more profitable, such as an appreciation of Latin and the reading of connected Latin and less learning of forms. A few forms well learned will probably answer all purposes for the senior year. Furthermore, the junior high and intensive development of grammar taught by the more recent books does not mean that students are not expected to know what they have studied. Such procedure will give the junior high school pupils a wider experience in reading Latin and also more confidence in the work as they enter the senior high school."

The Association of Mathematicians. "When pupils in scientific laboratories enter the Senior High School, the teachers have certain definite knowledge of what to expect of them. These students have not yet met of algebra - studied it is the National Association of Mathematicians. If any more a year's work in traditional algebra done by a selected group

The Association of Mathematicians at North W. A. Druehel, Junior-Senior High School, New York, 1933, p. 25.
"The N. A. M. - Junior-Senior High School, New York, 1933, p. 25.
Sept., 1933.

the schools to become adapted to the conceptions of the junior high school. To the extent which the aims of the junior high school are worked into the teaching of mathematics, to the extent to which there has been a break with the traditional organization of subject matter, we are safe in saying that mathematics is contributing to the junior-high-school ideal."

The supervisor should see that this continuity is carried out in the senior high school. At the present time, in many of our high schools in New England, students who have had algebra in the ninth year take plane geometry in the tenth year and solid geometry the following year, with advanced algebra the last half of the eleventh or during the twelfth year. It would seem to the author that if proper articulation is to be maintained, that the advanced algebra should be taken in the tenth year, followed by plane geometry the next year.

Articulation in Commercial Subjects. Rapid strides have been made in the Articulation of the Commercial subjects. When the junior high schools were first organized, the first year high school course was simply moved down to the senior high school, and after taking one year of bookkeeping, typewriting and stenography in the junior high school, the pupils would have to repeat the same subjects in the senior high school, because the teachers feared that these subjects had not been well mastered.

the schools to become parties to the responsibility of the
Junior High School. To the extent which they are to the
Junior High School the work is done into the teaching of mathematics,
science, to the extent to which there has been a break with
the traditional organization of middle schools. As the
work is being done in mathematics as contributing to the
Junior High School ideal.

The secondary school has that this responsibility
is carried out in the Junior High School. At the present
time, in many of our high schools in the United States
who have had experience in the last year have found geometry
in the tenth grade and some schools in the following year,
with geometry in the last part of the eleventh or
during the twelfth year. It would seem to me that this
is proper explanation to be of mathematics, that the
Junior High School is the school in the tenth year, followed
by plane geometry the next year.

Experiments in Secondary Education. David Smith has
been made in the Association of the Geometrical Teachers.
Then the Junior High School was first organized, the
first year high school course and simply moved over to the
senior high school, and after that one year of bookkeeping,
typewriting and stenography in the Junior High School. The
people would have to report on some subjects in the senior
high school, because the head of the school has those subjects
but has been well satisfied.

Not so today: the whole curriculum has been re-organized by an adopted course in Junior Business Training. The learner learns by doing, and he will do those things best that are most satisfying to him. What the student learns in Junior Business Training is not what he reads or hears his teacher say, but rather the reactions that actually take place in him. When he is studying checks, he is learning by his reactions.

Junior Business Training is studied not for the immediate acquisition of certain skills, but more from the standpoint of a unifying function as it helps to prepare each student for his own participation in life's various activities. The course equips the students with knowledge, habits, ideals, appreciations and powers needed by them in solving their business problems.

' "Also as a consumer of economic goods and services, each student should have a knowledge of bank services, travel services, school paper, school cafeteria services, recreation services, food, clothing and shelter services and other community and government services. As a producer of economic goods and services, each student should have a general knowledge or conception of certain commercial activities - such as, filing, personnel, messenger work, shipping, mailing, accounting, correspondence work, office machines, etc."

' Benjamin R. Haynes - Sept., 1929 issue of Junior-Senior High Clearing House, p. 59.

All of this material is of the utmost importance to those who have chosen the commercial field and should lead more naturally into the high school commercial curriculum.

Articulation in Science. Many schools have made progress in revising their science courses, while others show no evidence of reorganization.

"General science and general biology are both found but there does not seem to be any indication that there is any natural sequence. Besides these two sciences we find a few schools giving physiology, nature study, and hygiene. General science is taught in all grades of the junior high school but is generally confined to grades eight and nine. An analysis of the textbooks used in these grades indicates that practically the same topics are studied in both grades but studied more extensively in the ninth than in the eighth. From the standpoint of frequency of mention, the most important aim of general science is found to be that of acquiring attitudes and ideals. The formal aim, that is, the acquisition of subject matter, is given less emphasis than in most other junior-high-school subjects."

"Biology is the usual tenth-grade science. The emphasis is upon physiology and personal hygiene, these two subjects taking about two thirds of the space of the average biology textbooks. In contrast to general science, the for-

¹ Warren W. Coxe - Junior-Senior High School Clearing House, p. 76, Oct., 1930.

All of this material is of the utmost importance

to those who have chosen the commercial field and who

lead more naturally into the high school commercial course

and

Attention is called to the fact that many schools have made progress in

commercial and science courses, while others have not

been so successful.

"General science and general biology are both

found but there does not seem to be any indication that

there is any general course. Indeed there are two sciences

as far as the schools are concerned, namely, general science and

biology. General science is taught in all grades of the

high school but is generally confined to grades

seven and eight. An analysis of the textbooks used in these

grades indicates that generally the same topics are

studied in both grades but the material is extremely in the

nature that is the same. From the standpoint of the

of science, the two subjects are not general science as

found to be very different subjects and should be

taught as such, the combination of subject matter is

given less emphasis than in most other high-school

subjects.

"Biology is the most important science. The

emphasis is upon physiology and general biology. There are

subjects which cover two thirds of the space of the previous

biology textbooks. In comparison to general biology, the

emphasis is upon physiology and general biology. There are

subjects which cover two thirds of the space of the previous

biology textbooks. In comparison to general biology, the

emphasis is upon physiology and general biology. There are

mal phases of biology constitute the most important aims. Because biology is so vital to the pupil's life it is unfortunate that the subject has been made so formal. Physiology is usually found in the seventh grade when offered at all. While the information we were able to gain from the questionnaires indicates that the subject is very formal, it is probable that it has been made more interesting and practical than it was years ago."

In some respects there seems to be little opportunity for articulation in the sciences: however, since this is one of the most important subjects offered to students of both schools, it is very desirable that the teachers of these schools be brought together for the purpose of establishing more practical aims and understanding. It is the opinion of the writer that the formal teaching of biology should be left to the tenth year and that more time be given to the general science in practical life, in nature study and personal hygiene.

Articulation and the Social Studies. ¹ "What do we want our boys and girls to think, feel, and know as a result of the social studies in the junior and senior schools?"

"Are we satisfied to give them political and economic facts which will enable them to enter college and which will then be dismissed into the realm of forgotten

¹ Lawrence S. Chase & Marion G. Clark - Junior-Senior High School Clearing House, pp. 102, 103 & 104, Oct., 1930.

things? Or do we wish to leave them with the ability to think through problems on the basis of given information, with the knowledge of what results from given situations, with a keen sense of evidence and how it may and may not rightly be used, with a sympathetic understanding of why people do and think as they do?"

"The progressive public school of today looks forward hopefully to the time when unto the necessary gain in factual knowledge, and in skills, all these latter things may be added."

"In the social sciences pupils need facts as guideposts and points of departure, while skill in the use of books and general research methods is necessary to find the answers to problems. But most important of all is the chance that social sciences offer to boys and girls to re-live the valuable experiences of others."

"In the present organization of the secondary school, it requires more planning than in the elementary school to find expression through which the students may learn by living. It is perhaps more difficult to give high-school boys and girls the thrill which comes sometimes from a new enterprise. It is even more difficult for teachers to find such expression."

"The real teacher of history, geography, or civics enters into these experiences and gets much of the emotional reaction which the pupils get. Some time ago one of the writers of this paper was talking to a group of

teachers about the necessity of teaching history with a changing point of view, a mind ready to meet the change in emphasis by re-evaluating certain events or periods, a mind ready to reconsider the influence of certain men, parts played by nations, etc. After the class one of the teachers came up and in a tearful voice exclaimed, 'You have taken the joy of history teaching from me for all time. I have loved to teach history because the facts remained the same from year to year. If I have to feel that history is in a state of flux then there is no further satisfaction in it for me.'

"What are some of the procedures which would give pupils of the secondary school the chance to learn through living? Some problems lend themselves to a greater variety of activity than others. Below is one requiring much activity."

"The students of an ancient history class became much interested in the life of the early Egyptians. The more they learned the more interested they became. Finally, some one wondered whether the Egyptians of 4500 years ago were as capable as Americans of today. The class set to work to find material and facts upon which to base a judgment. Committees were formed and several weeks taken for research. Some of the committees formed were to investigate:

The fine art of the Egyptians
 The other hand skills of the Egyptians
 Their constructive and building ability

Their mathematics and engineering
Their literature
Their religious ideas"

"At the time the tomb of Tut-ankh-amen was the center of interest, a committee began with much energy to make extensive investigations of the tombs of the kings. Then it was proposed to construct a burial place of wood. Carvings and inscriptions were faithfully reproduced and, with the aid of electric light, some weird effects were secured. Around this investigation a play was written and produced before the student body and parents. Costumes were planned and made which would have done justice to a modern theatrical production. One committee made an extensive study of hieroglyphics and made some ancient and meaningful writings on wood; others painted scenery in which actual period pictures and inscriptions were made into stage sets."

"When this lifelike dramatic selection was given, it not only was entertaining and pleasing to the student body and parents, but the attention to detail and the extent of the research astonished a group of students and professors from a normal college. It should be emphasized, however, that the pupils lived more really in preparing this demonstration than they did on the day of the performance. Each day of preparation proved to be an adventure into an ancient country and life which could have been excelled only by the actual experience."

Their words are not surprising
Their language
Their relation to the

"At the time the body of the man was found

center of interest, a body of men with much energy
and more extensive investigations of the body of the

man. The body was found to be a body of a man

of about 30 years of age, and his body was found to be
about the same as the body of a man, with the same

features were found. Around the body was found a
wrist and another below the elbow, and another

between the elbow and the wrist, and another

between the wrist and the elbow, and another

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' "If we hope to develop boys and girls who can take an intelligent part in helping to solve the complex problems of our modern life, we must acquaint them with these problems in the schoolroom. This thought is well expressed by Kilpatrick of Columbia University in his book, "Education for a Changing Civilization," in which he says (pages 77-78):"

"If our pupils are to grow into an adequate citizenship, they must with increasing age and with due regard to their growing outlook and interest become increasingly familiar with the problems of civilization. A proper study of 'frontier' thinkers should give us the necessary knowledge of the more important social problems likely in some form or other to confront the rising generation. That many of these problems will be controversial will, if they are handled wisely, but enhance their educative value. The effort is not to hand out solutions, but to develop methods of attack, to develop an intelligent appreciation of the problems themselves as well as an intelligent appreciation of facts pertinent to their solution. That the secondary school and college should greatly increase their work along this line is as necessary as it is probable."

"This same attitude is taken in the Twenty-Sixth Yearbook of the National Society for the Study of Education (page 21), where it states: 'One of the chief intellectual purposes of the school is to develop understanding of the

' O. Myking Mehus - Junior-Senior High School Clearing House - pp. 89 & 90, October, 1930.

"If we have to develop boys and girls who can
take an intelligent part in life, to solve the complex
problems of our modern life, we must educate them with
these problems in the background. This theme is well ex-
pressed by Kipling at Colman University in his book,
"Education for a Changing Civilization," in which he says
(pages 75-76):

"The new pupils are to grow into an intelligent
citizenship, they must have intelligent and not with the
regard to their knowledge, culture and interests beyond interest
in their immediate environment of civilization, a proper
sense of 'citizenship' which would give us the necessary
knowledge of the more important social relationships
in our form of society to control the rising generation.
That many of these students will be citizens of the world, of
the United States, of various other countries, is
The effort is not to be made to develop
national or ethnic, to develop an intelligent appreciation
of the different civilizations as well as an intelligent appre-
ciation of their own. That the
secondary school and college should prepare the new youth
to be citizens of the world is no necessity as it is obvious."
This same attitude is taken in the Twenty-Sixth
Yearbook of the National Society for the Study of Education
(page 62), where it states: "One of the chief intellectual
purposes of the school is to develop understanding of the

institutions, problems, and issues of contemporary life.' In other words, we cannot be satisfied by merely teaching the events of the past ages -- we must stress modern social problems and stimulate our students so they will face these problems with a clear vision and unprejudiced mind."

"Following this same line of thought, J. W. Crabtree, Secretary of the National Education Association, declares in the N. E. A. Research Bulletin for September, 1929: 'A school which merely meets the demands of yesterday or even of today is not enough in as rapidly a changing civilization as that in which we are living. An analysis of the economic, social, and industrial changes which are now in process suggests that the public-school curriculum must be built for a new world, if it is to function in the lives of the children today and tomorrow.'"

"Not only must our pupils become conversant with the questions facing our country, but world problems must be discussed. We cannot live apart from the rest of the world, for we are all members of one large family and we must learn to live together harmoniously. The foundation for this state of mind must be laid in our public schools. This concept was well expressed by Dean Henry Lester Smith of Indiana University before the Section on International Co-operation of the Geneva World Conference on Education when he said:

'An important task before the world today is the creation of a new state of mind, a state of mind which will

...in other words, we cannot be satisfied by merely repeating
the events of the past year -- we must create a new social
program and attempt to change it. We must take these
problems into a clear vision and understand them.
"Following the same line of thought, J. E. ...
...Secretary of the National Education Association,
...in the N. E. A. Research Bulletin (1934-1935),
...1934: 'A school which merely repeats the events of yesterday
is even of today is not enough in its capacity to change
civilization as it is today. It is not enough. It is a study of
the economic, social, and intellectual changes which are now
in process and which are the basis of our civilization, and
to find for a new world, it is to find a new world in the
of the children today and tomorrow.'
"Not only must we create a new social program, with
the question facing our country, the world problem must be
discussed. We must find ways to deal with the world,
for we are all members of the world family and we must learn
to live together harmoniously. The education for the future
of today must be built on the basis of peace. This program
was well expressed by John Dewey, leader of the
University of Chicago, in his book on International Education
or the Future of Education in Education when he said:
"The education for the future must be the education for the
creation of a new state of mind, a state of mind which will

permit an understanding and appreciation of the character, attainments, and traditions of other people and which will transcend national boundaries without seeking to destroy them. Internationalism, properly interpreted, implies an extended conception of citizenship rather than a supergovernment with its consequent minimizing of national importance. Racial and national prejudice probably have their origin in part deep down in the early life of the individual, and can therefore to some extent be avoided or mitigated by a program of guidance which begins early and continues throughout the formative period of the individual. It is not impossible for the schools of the nations, working with such agencies as the church, the press, the home, and governmental institutions, to go far towards producing a friendly world if they will do so."

In continuing this same thought on articulation, it might be interesting to note the following list of subjects taken from the most recent state reports for 170 different schools:-

Subjects Offered in Junior High Schools

	Number of Schools offering in		
	First Year	Second Year	Third Year
English I	164	-	-
English II	-	168	-

' See Junior High School Reports, 1928 - Mass. Dept. of Education.

points in understanding and appreciation of the character,
 education, and traditions of other peoples and with
 increased national feeling without need to destroy
 even internationalism, properly interpreted, leads to
 increased cooperation of citizens with a more active
 part in the conduct of national affairs.
 Social and national activities probably have their origin in
 part deep down in the early life of the individual, and can
 therefore be more easily be developed and directed by a pro-
 gram of education which begins early and continues through-
 out the formative period of the individual. It is not impossible
 for the influence of the national, social, and political
 as the church, the press, the school, and governmental insti-
 tutions, to do for national education a largely useful
 thing will be so.

It is evident that more thought on education,
 it might be suggested, is needed in the following lines of work:
 1. More work on the part of the school and the home in the
 future.

Statistics of Schools in 1920

Number of Schools		First Year		Second Year	
1919	1920	1919	1920	1919	1920
1	1	100	100	100	100
1	1	100	100	100	100

See United States School Report, 1920 - Part I, Table 1.

English III	-	-	124
Literature	4	5	1
Language Study	3	-	-
Business English I	-	2	1
Business English II	-	-	1
Reading	1	1	1
Library	1	1	-
Spelling	6	7	1
Lip Reading	1	1	1
General Science	65	94	102
General Science and Physics	-	1	-
General Science and Hygiene	1	1	1
Biology	-	-	1
Nature	1	2	-
General Mathematics	142	143	23
Elementary Algebra	4	25	115
Introductory Algebra	-	-	2
Business Arithmetic	-	-	3
Arithmetic	7	7	3
Geometry	-	1	-
Physics and Hygiene	96	81	42
Community Civics	33	61	90
United States History	133	134	7
Other History	10	2	60
Geography	136	109	7
Vocational Civics	-	-	5
Social Studies	13	16	4
Current Events	4	3	-
Commercial Geography	2	4	4
Civics	4	8	1
Economic Civics	-	-	3
Community Civics and U. S. History	1	1	-
Latin I	19	56	61
Latin II	-	26	40
Latin III	-	-	17
Latin II-I	-	-	1
Vocational Latin	-	-	1
French I	64	53	47
French II	2	57	33
French III	-	2	46
French II-I	-	1	-
French III-I	-	-	2
Spanish I	6	5	7
Spanish II	-	7	3
Spanish III	-	-	7
Spanish III-I	-	-	1
German I	2	1	-
German II	1	2	-
German III	-	1	2
General Language	10	14	-
Physical Training	139	138	113

Choral Music	128	132	106
Freehand Drawing	147	147	89
Cooking I	98	3	2
Cooking II	-	127	2
Cooking III	-	-	81
Sewing I	128	2	2
Sewing II	-	98	2
Sewing III	-	-	87
Millinery	1	2	4
Home Nursing	1	3	-
Elementary Business Practice	8	43	48
Bookkeeping I	-	3	37
Penmanship	110	94	62
Typewriting I	4	14	12
Typewriting II	-	2	8
Stenography I	-	-	3
Commercial Arithmetic	-	8	48
Mechanical Drawing	30	46	63
Woodworking	110	109	74
Metal Working	16	22	15
Agriculture	1	2	3
Mechanical Drawing and Woodworking	2	2	3
Metal Work and Agriculture	1	1	1
Metal Work and Woodworking	2	2	2
Printing	15	24	18
Home Mechanics (Combination of metal work, electrical work, cement work)	-	1	3
Electricity	6	9	5
Machine Shop	5	6	3
Mechanic Arts	1	1	2
Automobile Mechanics	1	2	1
Clay Modelling	1	1	-
Bookbinding	1	1	-
Interior Decorating	1	1	1
Manual Training	2	3	3
Vocational Guidance	1	-	-
Textile Shop	1	1	-
Textiles	1	-	-
Home Problems I	-	1	1
Home Problems II	-	-	1
Designing	1	1	-
Composite Shop	1	1	-
Practical Arts (Boys)	1	1	1

The foregoing list shows the great variety of subjects offered by junior high schools in Massachusetts, and should be recognized by high school authorities when making up their program of studies.

106	107	108	General English
107	108	109	French Grammar
108	109	110	French I
109	110	111	French II
110	111	112	French III
111	112	113	French IV
112	113	114	French V
113	114	115	French VI
114	115	116	French VII
115	116	117	French VIII
116	117	118	French IX
117	118	119	French X
118	119	120	French XI
119	120	121	French XII
120	121	122	French XIII
121	122	123	French XIV
122	123	124	French XV
123	124	125	French XVI
124	125	126	French XVII
125	126	127	French XVIII
126	127	128	French XIX
127	128	129	French XX
128	129	130	French XXI
129	130	131	French XXII
130	131	132	French XXIII
131	132	133	French XXIV
132	133	134	French XXV
133	134	135	French XXVI
134	135	136	French XXVII
135	136	137	French XXVIII
136	137	138	French XXIX
137	138	139	French XXX
138	139	140	French XXXI
139	140	141	French XXXII
140	141	142	French XXXIII
141	142	143	French XXXIV
142	143	144	French XXXV
143	144	145	French XXXVI
144	145	146	French XXXVII
145	146	147	French XXXVIII
146	147	148	French XXXIX
147	148	149	French XL
148	149	150	French XLI
149	150	151	French XLII
150	151	152	French XLIII
151	152	153	French XLIV
152	153	154	French XLV
153	154	155	French XLVI
154	155	156	French XLVII
155	156	157	French XLVIII
156	157	158	French XLIX
157	158	159	French L
158	159	160	French LI
159	160	161	French LII
160	161	162	French LIII
161	162	163	French LIV
162	163	164	French LV
163	164	165	French LVI
164	165	166	French LVII
165	166	167	French LVIII
166	167	168	French LIX
167	168	169	French LX
168	169	170	French LXI
169	170	171	French LXII
170	171	172	French LXIII
171	172	173	French LXIV
172	173	174	French LXV
173	174	175	French LXVI
174	175	176	French LXVII
175	176	177	French LXVIII
176	177	178	French LXIX
177	178	179	French LXX
178	179	180	French LXXI
179	180	181	French LXXII
180	181	182	French LXXIII
181	182	183	French LXXIV
182	183	184	French LXXV
183	184	185	French LXXVI
184	185	186	French LXXVII
185	186	187	French LXXVIII
186	187	188	French LXXIX
187	188	189	French LXXX
188	189	190	French LXXXI
189	190	191	French LXXXII
190	191	192	French LXXXIII
191	192	193	French LXXXIV
192	193	194	French LXXXV
193	194	195	French LXXXVI
194	195	196	French LXXXVII
195	196	197	French LXXXVIII
196	197	198	French LXXXIX
197	198	199	French LXXXX
198	199	200	French LXXXXI
199	200	201	French LXXXXII
200	201	202	French LXXXXIII
201	202	203	French LXXXXIV
202	203	204	French LXXXXV
203	204	205	French LXXXXVI
204	205	206	French LXXXXVII
205	206	207	French LXXXXVIII
206	207	208	French LXXXXIX
207	208	209	French LXXXXX
208	209	210	French LXXXXXI
209	210	211	French LXXXXXII
210	211	212	French LXXXXXIII
211	212	213	French LXXXXXIV
212	213	214	French LXXXXXV
213	214	215	French LXXXXXVI
214	215	216	French LXXXXXVII
215	216	217	French LXXXXXVIII
216	217	218	French LXXXXXIX
217	218	219	French LXXXXXX
218	219	220	French LXXXXXXI
219	220	221	French LXXXXXXII
220	221	222	French LXXXXXXIII
221	222	223	French LXXXXXXIV
222	223	224	French LXXXXXXV
223	224	225	French LXXXXXXVI
224	225	226	French LXXXXXXVII
225	226	227	French LXXXXXXVIII
226	227	228	French LXXXXXXIX
227	228	229	French LXXXXXXX
228	229	230	French LXXXXXXXI
229	230	231	French LXXXXXXXII
230	231	232	French LXXXXXXXIII
231	232	233	French LXXXXXXXIV
232	233	234	French LXXXXXXXV
233	234	235	French LXXXXXXXVI
234	235	236	French LXXXXXXXVII
235	236	237	French LXXXXXXXVIII
236	237	238	French LXXXXXXXIX
237	238	239	French LXXXXXXXI
238	239	240	French LXXXXXXXII
239	240	241	French LXXXXXXXIII
240	241	242	French LXXXXXXXIV
241	242	243	French LXXXXXXXV
242	243	244	French LXXXXXXXVI
243	244	245	French LXXXXXXXVII
244	245	246	French LXXXXXXXVIII
245	246	247	French LXXXXXXXIX
246	247	248	French LXXXXXXXI
247	248	249	French LXXXXXXXII
248	249	250	French LXXXXXXXIII
249	250	251	French LXXXXXXXIV
250	251	252	French LXXXXXXXV
251	252	253	French LXXXXXXXVI
252	253	254	French LXXXXXXXVII
253	254	255	French LXXXXXXXVIII
254	255	256	French LXXXXXXXIX
255	256	257	French LXXXXXXXI
256	257	258	French LXXXXXXXII
257	258	259	French LXXXXXXXIII
258	259	260	French LXXXXXXXIV
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260	261	262	French LXXXXXXXVI
261	262	263	French LXXXXXXXVII
262	263	264	French LXXXXXXXVIII
263	264	265	French LXXXXXXXIX
264	265	266	French LXXXXXXXI
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270	271	272	French LXXXXXXXVII
271	272	273	French LXXXXXXXVIII
272	273	274	French LXXXXXXXIX
273	274	275	French LXXXXXXXI
274	275	276	French LXXXXXXXII
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276	277	278	French LXXXXXXXIV
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279	280	281	French LXXXXXXXVII
280	281	282	French LXXXXXXXVIII
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284	285	286	French LXXXXXXXIII
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298	299	300	French LXXXXXXXVIII
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353	354	355	French LXXXXXXXIX
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369	370	371	French LXXXXXXXVII
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371	372	373	French LXXXXXXXIX
372	373	374	French LXXXXXXXI
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378	379	380	French LXXXXXXXVII
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380	381	382	French LXXXXXXXIX
381	382	383	French LXXXXXXXI
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387	388	389	French LXXXXXXXVII
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396	397	398	French LXXXXXXXVII
397	398	399	French LXXXXXXXVIII
398	399	400	French LXXXXXXXIX
399	400	401	French LXXXXXXXI
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408	409	410	French LXXXXXXXI
409	410	411	French LXXXXXXXII
410	411	412	French LXXXXXXXIII
411	412	413	French LXXXXXXXIV
412	413	414	French LXXXXXXXV
413	414	415	French LXXXXXXXVI
414	415	416	French LXXXXXXXVII
415	416	417	French LXXXXXXXVIII
416	417	418	French LXXXXXXXIX
417	418	419	French LXXXXXXXI
418	419	420	French LXXXXXXXII
419	420	421	French LXXXXXXXIII

VIII.

Articulation through Supervision of Guidance

Much has been written and said about "Guidance" during the last few years but very little constructive help has been offered up to the present time. Perhaps the best and most recent suggestions made available are those furnished in the report of last summer of a conference of leading educators at Harvard Graduate School. The report is herewith presented, practically in full, as containing the best suggestions available.

Part I

Authorities on educational administration and supervision are not at present in agreement concerning the organization of guidance in the public schools. Most of the differences of opinion arise from the lack of a common understanding concerning the functions of guidance and pupil personnel work in the various school units. Such work is new, but it has justified itself to the point where many modern progressive school systems have already undertaken, or are planning to undertake, the organization of guidance departments. The functions of these departments are gradually becoming more definite and in many school systems various activities that are related to pupil adjustment are being coordinated to ensure co-operation,

growth, and efficiency, and to prevent overlapping, divided authority, duplication, and inefficiency. The present report is the result of a number of conferences of instructors in the Summer School at the Harvard Graduate School of Education, including Dr. John M. Brewer, Dr. Jesse B. Davis, Mr. A. B. Bristow, Dr. Franklin J. Keller, Dr. Fred C. Smith, Dr. Edward A. Lincoln and Dr. Richard D. Allen. Beginning with positions that presented wide differences of opinion, after a number of conferences they found themselves in substantial agreement concerning the following facts: principles and plans for the organization, administration, and supervision of guidance in a public-school system.

1. Every teacher who comes in contact with children can be and should be an important influence for good in their lives, should be interested in their problems, study their needs, and be ready to assist and guide them. All instruction should be accompanied by guidance: the teacher's duty, according to Inglis, is to "learn," to motivate, to instruct, and to guide the child. Motivation is often guidance of the best type, and the task of "learning" the children is certainly not alone the task of the specialist in guidance. In dealing with the organization of guidance in the public schools, it is not proposed to deprive the classroom teacher of any of her guidance functions. Let her still do all that she can do and do well, but the work

which she cannot do and which requires special training and experience should be departmentalized in order to promote efficiency and to provide proper articulation of functions. This is no more than has been done in other departments: every teacher should be an English teacher, a teacher of citizenship, a teacher of the scientific attitude towards problems, a teacher of incidental mathematics. But efficiency demands the subject specialist as well as co-operating subject teachers in many phases of the work of the school. In the same way effective organized guidance demands the trained adviser who is skilled in the study of individual differences, of the psychology of youth, of the field of occupation, and who is willing and able to prepare to become expert in developing social and moral leadership, in building right attitudes, and in helping to formulate wise educational and vocational plans.

Advisers need not assume the work which other teachers want to do and can do efficiently. Principals should not permit such work to be delegated to them. Neither do the advisers supersede the principal: They merely help him in doing for many what he can do for only a few. In every sense the adviser is a special assistant to the principal of the school and as completely under his authority as any other teacher in the building. Whatever supervision is provided from the superintendent's staff should be carried on with the knowledge, consent, and au-

thority of the principal. The purpose of such supervision should be:

- (1) To recommend improved facilities, equipment, methods, training.
- (2) To co-ordinate the work of various units in the system.
- (3) To provide for discussion, interchange of methods and devices, and professional interest and growth.

2. Organized guidance and pupil personnel work should have its beginnings in the elementary schools, should be continued and expanded in the secondary schools, should extend into placement, continuation, and evening schools, and should be an integral part of every vocational curriculum. Since problems of discipline and attendance are in most cases caused by school, home, and social maladjustment, the work of attendance departments and home visitors should be considered as guidance functions. The work of child guidance clinics has shown the proper method for the clinical treatment and follow-up of problem children. Many of these functions which have grown up independently should be recognized for their true purpose and combined or co-ordinated in a guidance department.

3. Guidance is a continuous and unitary function: it is impracticable to separate guidance problems as social, educational, and vocational, and to assign them to home-

room teachers, class sponsors, deans, and vocational counselors on such a basis. Every problem of social guidance has its educational and vocational aspects and implications; every problem of educational guidance has its social and vocational aspects; and every problem of vocational guidance has its social and educational aspects. The tendency to place them in separate and unrelated departments is inefficient, illogical, and sure to retard the development of the work.

4. There are three phases of guidance work in every school unit: personnel records and research, individual counseling and adjustment and orientation or group guidance. An adequate program requires "all three legs to the stool." Moreover, the proper development of the program, the efficiency of the work, and the training of the worker require that all three of these phases should be combined in the program of the guidance worker. In addition to these there are other subjects of instruction having guidance values but which are part of general education and not entirely chargeable to guidance.

5. In the various school units, aside from guidance through the curriculum, different functions require greater emphasis:

In the junior high school, although personnel records and research are essential, and although there are many problems for the counselor, the principal task is that of orientation or group guidance. This includes educational

... research, which is necessary, though, and vocational training
... efforts on such a basis. These principles of social organization
... has the vocational and vocational aspects and further
... these are problems of educational organization and the social
... the vocational aspect; and every problem of vocational
... education on the social and educational aspects. The research
... of to place them in perspective and related departments is
... intellectual, historical, and even to relate to development
... work of the day.

... There are three phases of education: work is every
... and the historical records and research. Intellectual
... concerning the adjustment and organization of groups. The social
... An education is not a static thing, but it is a process.
... However, the major development of the program, the social-
... history of the work, and the history of the research re-
... quite that the work of research is not only on historical
... the history of the educational system. In addition to these
... there are other aspects of education having relations
... values, but which are part of general education and not re-
... the educational system.

... In the various social units, education and the
... through the education, different educational research centers
... activities:
... In the social unit, education is a process
... research and research are essential, and although there are
... many different for the research, the principal task is that
... of education or group education. This includes educational

information, occupational information and problems, and social problems dealing with personal and group relationships.

In the senior-high-school grades, personnel records and research are still fundamental, and orientation is still important, but individual counseling becomes of greater importance because of the need of differentiation in educational and vocational plans, the growing complexity of the curriculum, the number of pupils leaving school, and the social problems of adolescence.

6. In units beyond the elementary grades, the conference recommends that the work should be the function of a department of advisers rather than of a single individual.

a. A single adviser, counselor, or dean in a large school may provide guidance through individual counseling for problem pupils, thus relieving the principal, but no single individual could be responsible for all three functions (records and research, counseling, and orientation) for an entire school. Guidance should serve all pupils before they become "problems."

b. A guidance department provides greater continuity, better likelihood of the growth of advisers through conference and mutual encouragement and assistance, and avoids troublesome problems of titles, permanent tenure, and special privileges.

...and, consequently, the educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future.

In the school system, the educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future.

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A single school, however, is not enough. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future.

A single school, however, is not enough. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future. The educational system is not prepared to meet the needs of the future.

c. Class or grade advisers of groups between two and three hundred pupils should have at least one period for private individual conferences in the junior high school, and two periods in the senior high school each day in addition to their group guidance program and other subject instruction. Every adviser should meet each section of her grade twice each week in the junior high school, and at least once each week in the senior high school, for purposes of group guidance. This provides a program of regular instruction in the guidance field and places guidance in the curriculum as well as in the administration of the school. Teaching service is necessary so that advisers shall retain the necessary teacher attitude in order that they may deal with other teachers more intelligently and effectively. They should not assume administrative attitudes. Such a program is necessary for the recognition and prevention of problems; otherwise, guidance must be largely remedial.

d. Class advisers do not "crowd out" the homeroom teacher or the subject teacher from the guidance field. Many functions can be efficiently performed by these teachers and should be retained by them. There are other functions, however, which require a specialist--which all teachers cannot perform equally well and which must not be bungled, overlooked, or neglected. Such matters as the study of individual differences, the use of results of educational and psychological tests, the planning of

school programs, the conduct of the group, orientation course, the classification of pupils, and the counseling of problem cases, these are matters for the specialist in guidance methods and problems. Even if these problems are given to the adviser, there remains a considerable list of guidance functions for homeroom and subject teachers.

Part II

With the functions and principles somewhat defined, let us proceed to the administration and supervision of the guidance program.

1. Since guidance is a continuous function, following pupils through their entire school course, it cannot logically be made subsidiary to the staff officer in charge of elementary schools, secondary schools, or vocational education.

2. Since it deals with many pupils who are in no way placement or attendance problems, it can hardly come under the placement or the attendance departments.

3. The health or physical-education department reaches all children as does the department of research; both provide continuous inspection, examinations, and adjustment, but a particular department head may have no interest in guidance or training for it. Such is the case in many cities.

4. Citizenship training should be a continuous func-

tion including character education, the prevention of juvenile delinquency, and possibly supervision of the social studies, but most school systems have not reached the point in the development of supervision where such an arrangement seems practical.

5. One thing seems certain, a staff officer, responsible to the superintendent, who is a specialist in guidance and personnel problems should be charged with the responsibility for the administration and supervision of the guidance program. He should have studied the functions of departments most closely related to guidance work, such as:

- a. educational and psychological tests
- b. attendance and discipline and the work of the home visitor
- c. problems of the child guidance clinic
- d. problems of personnel research
- e. methods of group guidance
- f. principles and practice of educational and vocational guidance

In some school systems a combination has been made of research and guidance which tends to make guidance more scientific and to give a human slant to research. In other systems where personal problems in the personnel of the staff make such an arrangement unwise, the various related departments may well be grouped under a general staff officer, thus tending to bring about co-operation if not amalgamation. Such an arrangement should be regarded as temporary and expedient but not as an ideal organization.'

'See Junior-Senior High School Clearing House - pp. 30 - 33, Sept., 1930.

also including character education, the presentation of
juvenile delinquency, and possible supervision of the school
system. The most important feature may not be the school
itself but the development of character which goes with an intelligent
adult personality.

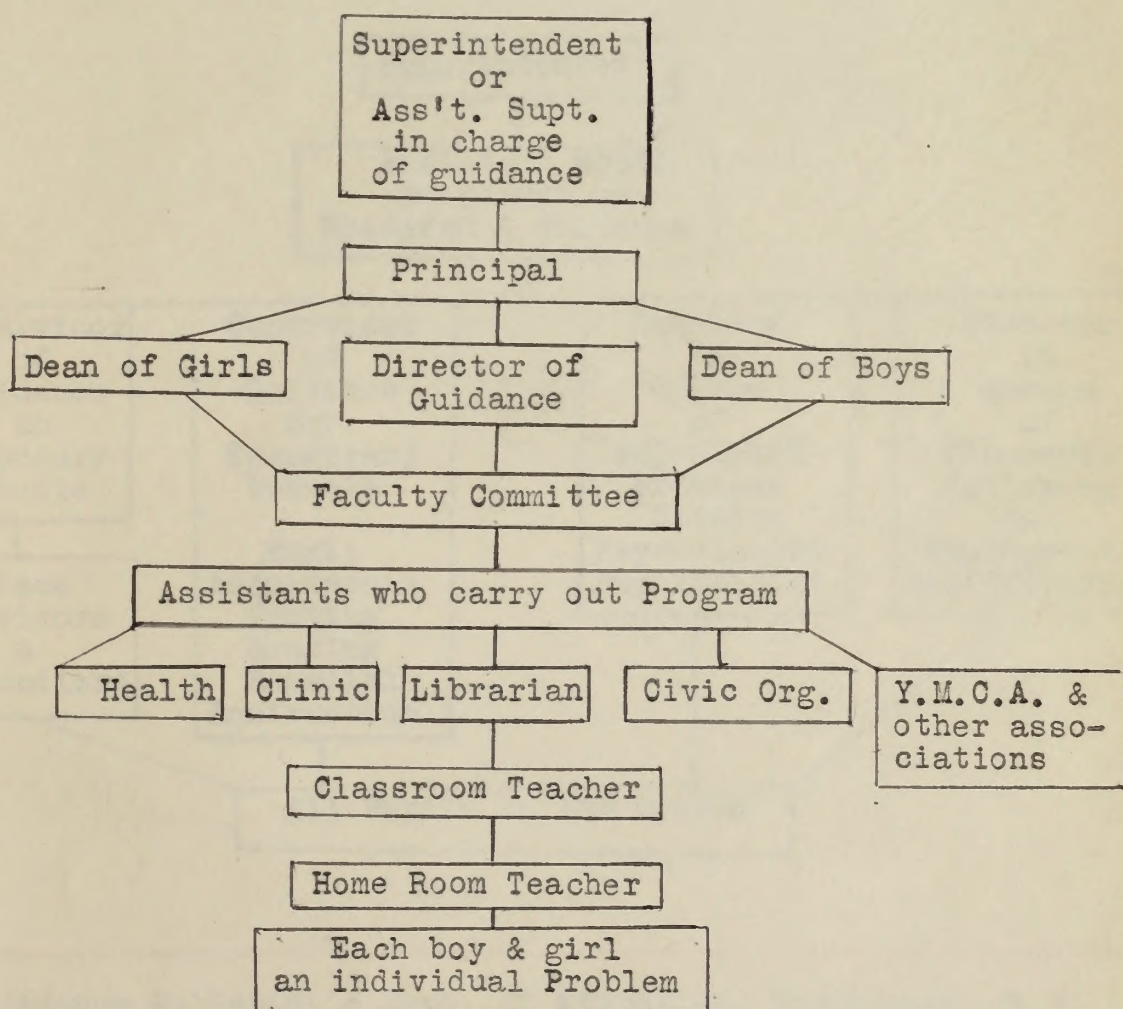
2. The young people, certain, a small number, however,
are not interested, and in a special way in character
and personal growth should be changed with the personal
life of the administration and supervision of the school
system. The change must be made in the function of the school
most closely related to character work, such as:

- a. character and psychological tests
- b. attendance and discipline and the work of the
school system
- c. growth of the child guidance clinic
- d. relation of personal character
- e. relation of group guidance
- f. physical and practice of character and
vocational training

In case of neglect of character has been
made of character and guidance which leads to some guidance
work scientific and to give a human element to research. In
other respects where personal problems in the personal life
the child may have an appropriate method, the various
related character work will be grouped under a general
staff director. This leading to bring about co-operation
is not sufficient. Such an arrangement should be regarded
as necessary and sufficient but not as the ideal organization.

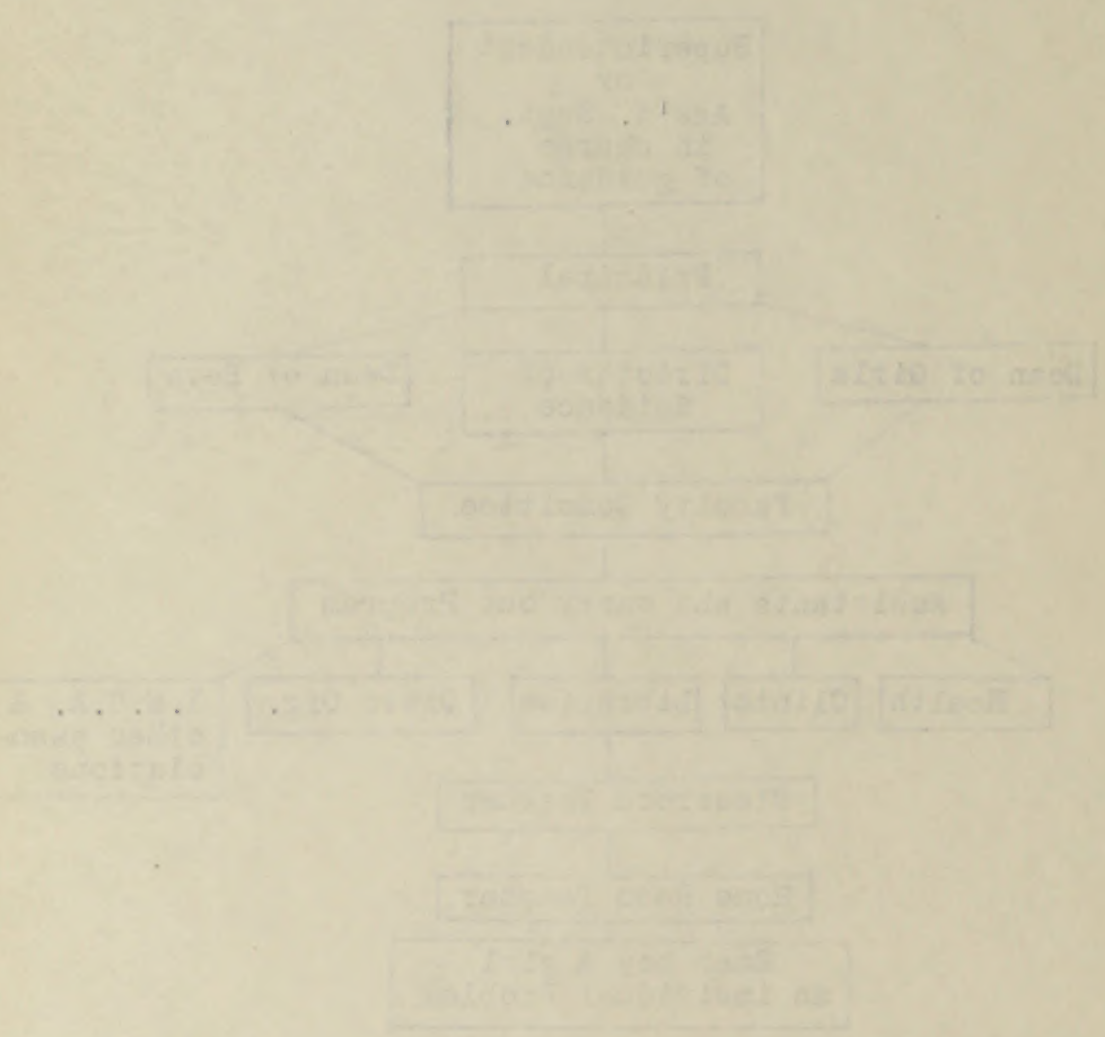
The need of guidance is vital in all schools, large or small. As previously stated, in small schools this important function must be left to the home room teacher under the supervision of the superintendent and principal, but in the larger schools it is advisable to have a director of guidance such as is found in Pittsburgh and Providence.

The personnel of guidance used in several communities is organized on the plan shown by the following diagram:-



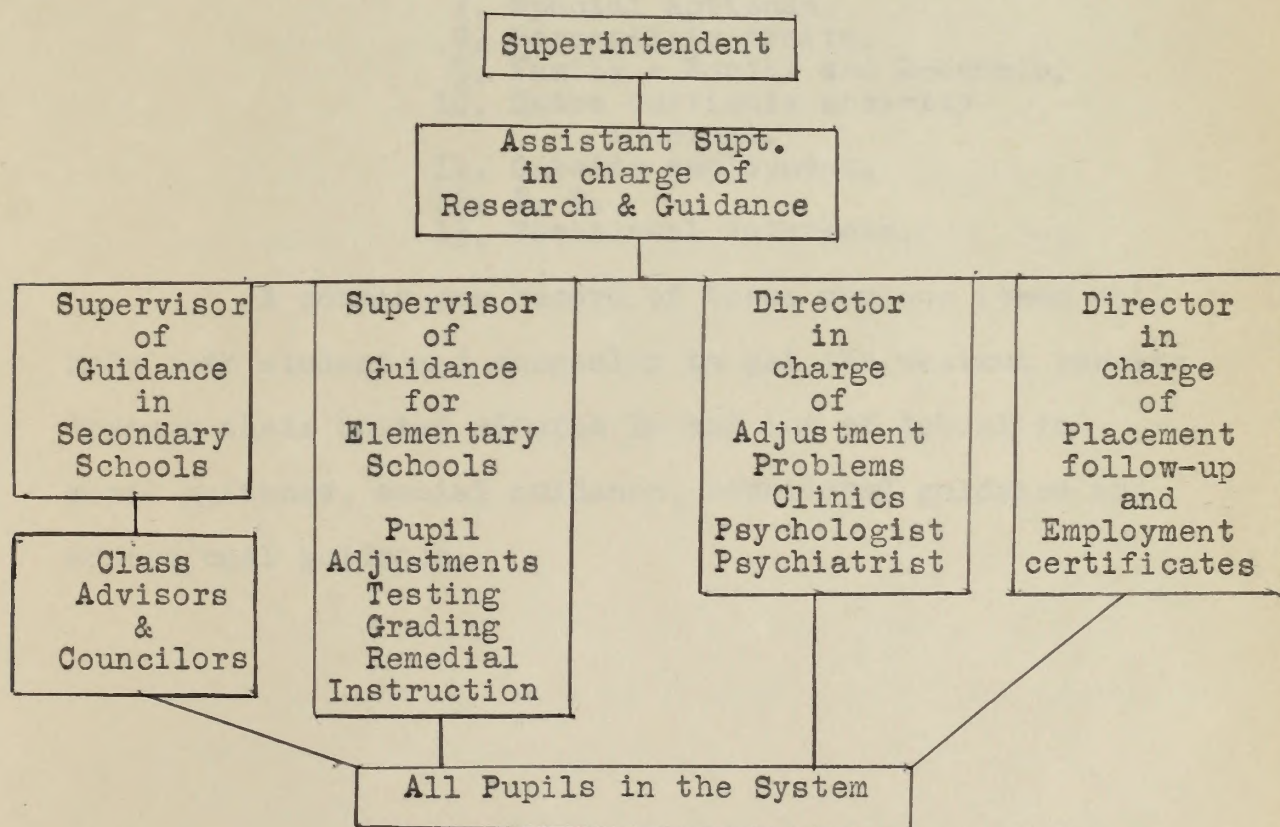
The need of guidance is vital in all schools, large or small. As previously stated, in small schools this important function must be left to the home room teacher, under the supervision of the Superintendent and principal. But in the larger schools it is necessary to have a division of guidance such as is found in State and Federal schools.

The personnel of guidance need in several ways to be organized as follows shown by the following diagram:



This plan links together all departments for the best interest of the child. To carry out such a plan it is necessary to carry on a systematic publicity campaign such as carried on at Hartford recently, when a whole week was given to the subject of guidance in educating the public as to its value.

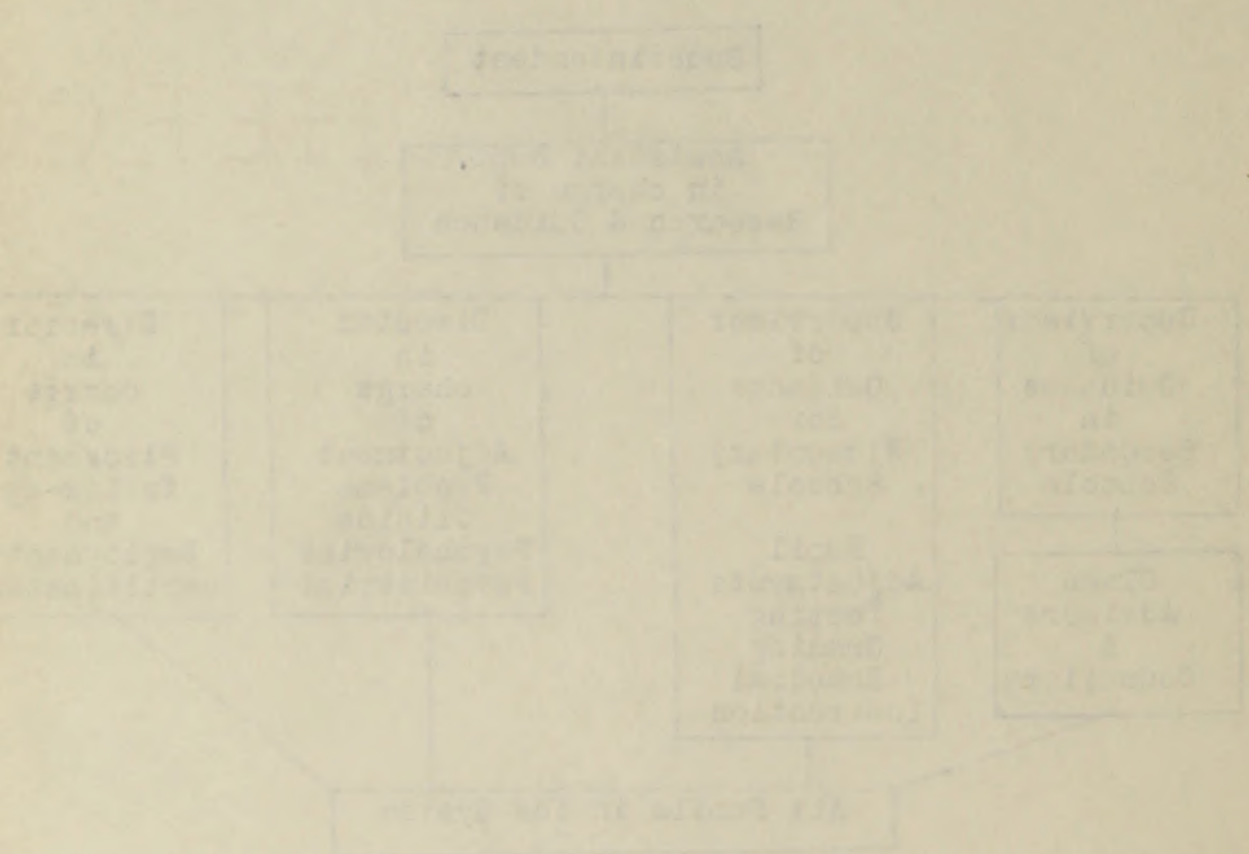
The following diagram shows the new plan in vogue at Providence under the direction of Dr. Allen:-



This plan is designed to provide a more complete picture of the situation in the field. It is intended to be used as a guide for the collection of data and for the analysis of the results. The plan is based on the following assumptions:

- The data collected will be used for the purpose of the study.
- The data will be collected in a systematic and consistent manner.
- The data will be analyzed in a systematic and consistent manner.
- The results of the study will be used to inform the development of policy and practice.

The following diagram shows the structure of the study:



To carry out proper articulation the supervisor must make provision for continuous records of all students through the junior and senior high schools, so that the counselors may have easy access to them for assistance in making diagnosis and helpful suggestions. Such record should include

1. Name of student and address.
2. Date of birth.
3. Sex.
4. Nationality.
5. Health.
6. Scholarship.
7. Special aptitude.
8. Personality traits.
9. Family - Social and Economic.
10. Extra curricula activity interest.
11. Outside employment.
12. I. Q.
13. Vocational interests.

A continuous record of these various items will help both student and counselor to get the maximum results through their united efforts in and out of school in moral guidance, social guidance, vocational guidance and educational guidance.

To carry out proper attention and supervision
 and make provision for conditions, records of all students
 through the Junior and Senior High schools, so that the
 necessary may have access to them for assistance in
 making decisions and helpful suggestions. Each school

should include

1. Name of student and address.
2. Date of birth.
3. Sex.
4. Race/ethnicity.
5. Height.
6. Weight.
7. Special abilities.
8. Personality traits.
9. Family - Social and Economic.
10. Extra curricular activity.
11. Physical.
12. Mental.
13. Occupational interests.

A continuous record of these various items will
 give both student and supervisor a picture of the student's growth
 through the high school effort in and out of school in
 mental, physical, social, and personal development and
 occupational interests.

IX.A Constructive Plan for Articulation of the
Junior and Senior High School

It is very evident that the problem of articulation of the junior and senior high school should not be left entirely to the superintendent and principals on account of their manifold duties, especially in a large school system.

In the smaller systems, the tendency is in the direction of the 6-6 plan; which, of course, solves the problem, since all grades, seven to twelve, inclusive, are centralized under one roof and one principal. This plan is being worked out in some of the larger cities in the middle west; but nowhere in the east has it been tried in the larger cities. Consequently, for a while at least, there must be some other way to bring about proper articulation in the larger cities.

First, the writer is herewith suggesting that the supervision of subjects be placed entirely in the hands of the heads of departments of the senior high school, with the exception of special subjects, such as drawing, music, etc., which as a rule are under the supervision of supervisors of all grades throughout the entire system.

Secondly, it is also suggested that all other matters of articulation be placed under the supervision of a director of guidance.

A Comparative Study of the

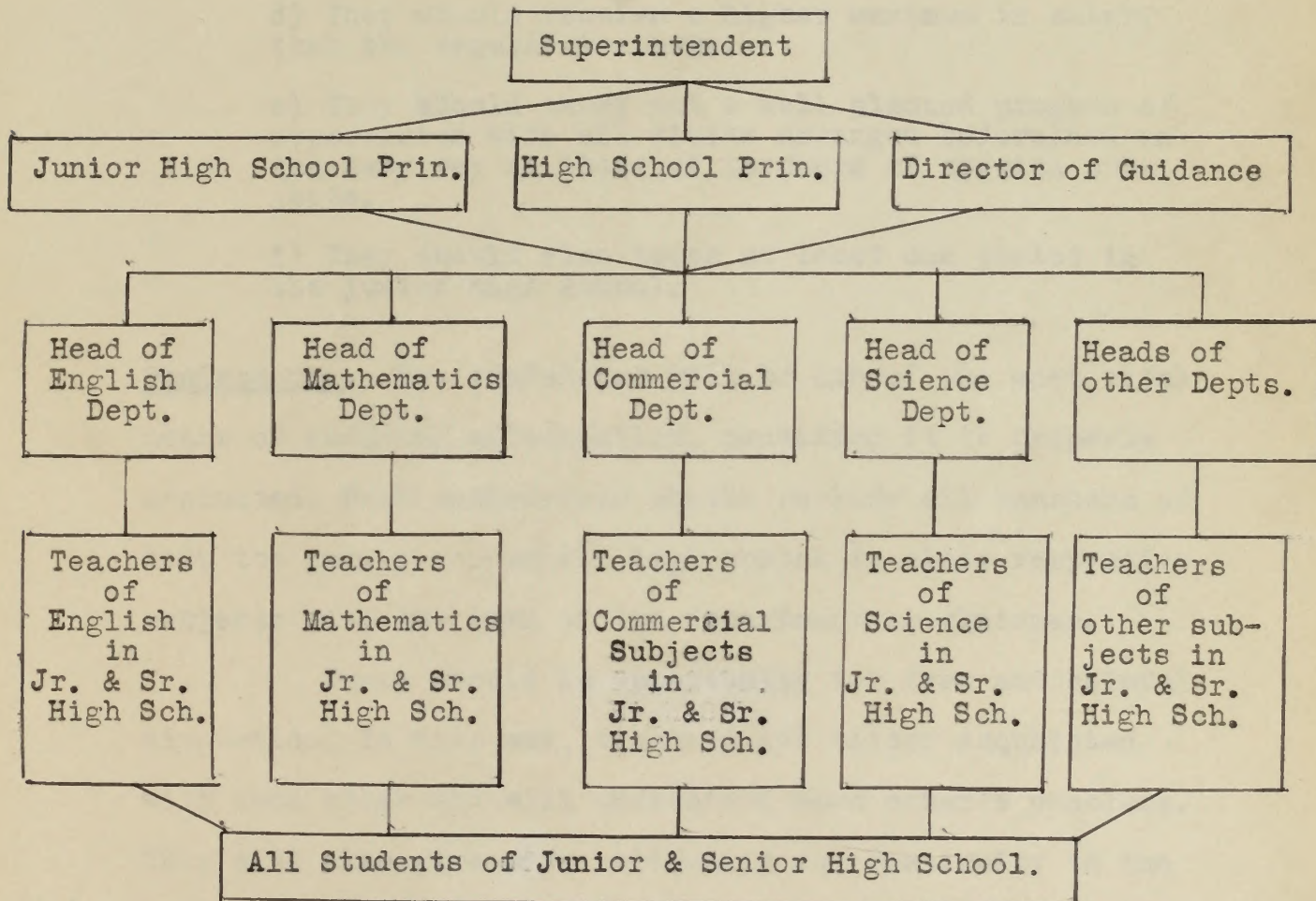
Primary and Secondary School

It is very evident that the problem of writing -
 factors of the subject and writing style should not be
 left entirely to the responsibility of the individual as
 some of their mental activity, especially in a large
 school system.

In the United States, the tendency is to
 eliminate all the "B" type work, or even the
 "C" type, since all grades have to be raised.
 This is a very serious matter, and one of the
 most serious factors in the present situation is
 the fact that the "B" type work is being
 eliminated; but this is not the only factor
 in the present situation. The "C" type work
 is also being eliminated, and this is a very
 serious matter. The "D" type work is also
 being eliminated, and this is a very serious
 matter. The "E" type work is also being
 eliminated, and this is a very serious matter.

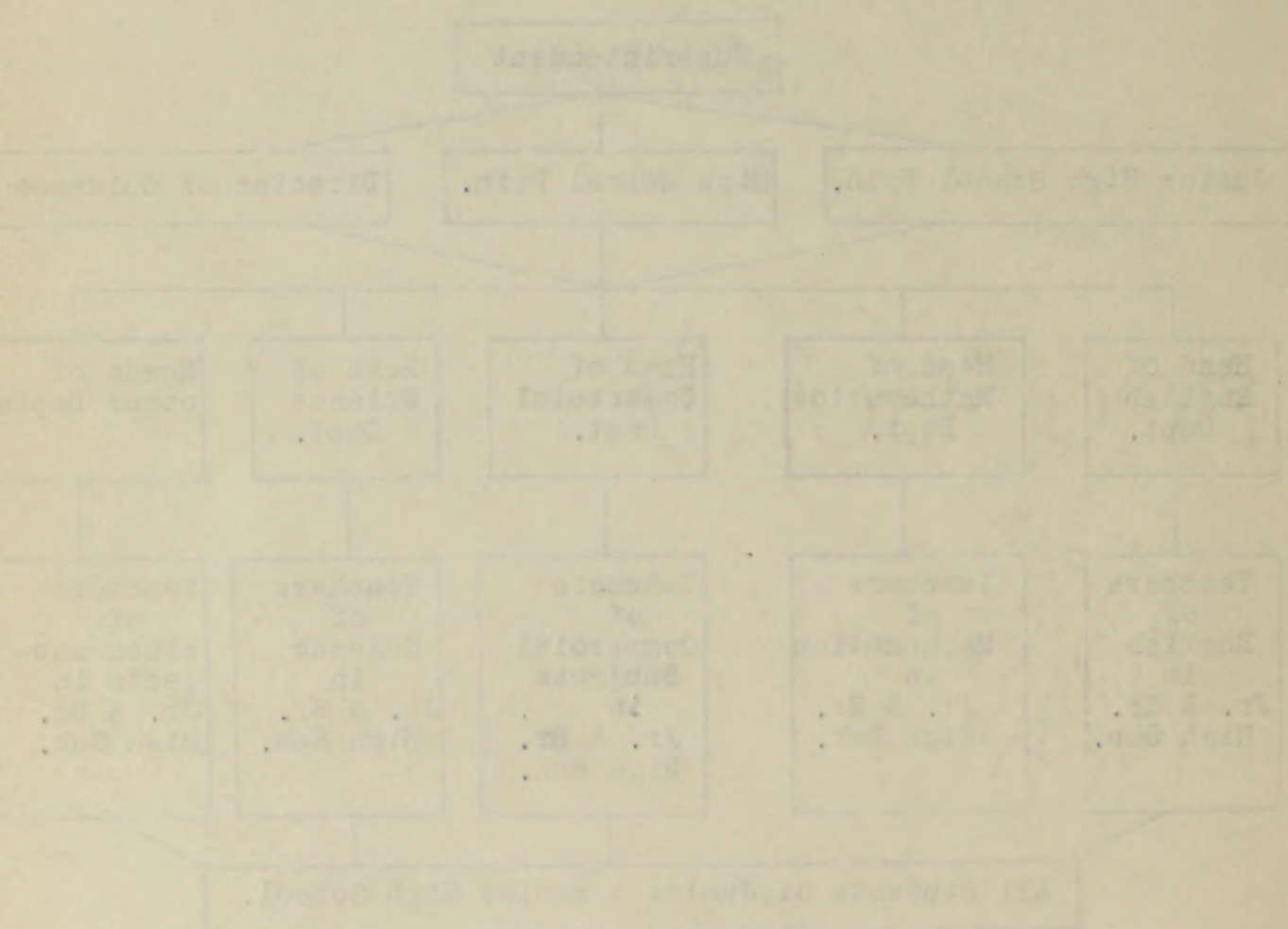
That the writer is seriously concerned that
 the responsibility of the subject be placed
 on the shoulders of the individual is the
 only factor in the present situation. The
 "B" type work is also being eliminated, and
 this is a very serious matter. The "C" type
 work is also being eliminated, and this is a
 very serious matter. The "D" type work is
 also being eliminated, and this is a very
 serious matter. The "E" type work is also
 being eliminated, and this is a very serious
 matter.

The department heads and director of guidance will work under the direction of the superintendent in co-operation with the principals, as is shown by the following diagram:-



Supervision by Heads of Departments. This scheme, if put into effect, will require some reorganization in many school systems, especially along the following lines:-

The Department of Education and Science
will work under the direction of the Department in
co-operation with the Department, as is shown by the fol-
lowing diagram:-



Department of Education and Science. The Department is
now allowed, with certain exceptions, to work under
a system of self-financing.

a) The heads of departments must have had preparation for supervision and should meet the qualifications expressed in Section VI.

b) They must be given time to supervise - at least two free periods every day, and three if possible.

c) They should be specialists in their subjects and good teachers of experience.

d) They should receive a higher maximum in salary than the regular teachers.

e) They should carry out a well planned program of supervision with all visits arranged beforehand in the same way as those of teachers of special subjects.

f) They should also teach at least one period in the junior high school.

Conferences. The conference will be one of the most vital means of securing articulation, providing it is properly conducted. Such conferences should include all teachers of both the junior and senior high school in their respective subjects with the head of the department as chairman.

There should be opportunity for free and helpful discussion. In this way, teachers get better acquainted with each other and will understand each other's problems. This will also give more uniformity and continuity to the work.

Textbooks. The superintendent should look to the department heads, through teachers conferences, to make a study of textbooks and make recommendations from time to time where changes are desirable.

1. The Board of Directors shall have the authority to make and alter the bylaws of the corporation and to amend or repeal any resolution of the Board of Directors.

2. The Board of Directors shall have the authority to elect and remove the officers and directors of the corporation and to fill any vacancies that may occur.

3. The Board of Directors shall have the authority to declare dividends on the capital stock of the corporation and to set the amount and date of such dividends.

4. The Board of Directors shall have the authority to borrow money for the corporation and to mortgage the property of the corporation to secure such loans.

5. The Board of Directors shall have the authority to make and alter the rules and regulations of the corporation and to enforce the same.

6. The Board of Directors shall have the authority to do all such other and various acts and things as may be necessary or proper for the corporation to carry out its business.

7. The Board of Directors shall have the authority to make and alter the articles of incorporation of the corporation and to amend or repeal any resolution of the Board of Directors.

8. The Board of Directors shall have the authority to make and alter the charter of the corporation and to amend or repeal any resolution of the Board of Directors.

9. The Board of Directors shall have the authority to make and alter the rules and regulations of the corporation and to enforce the same.

10. The Board of Directors shall have the authority to do all such other and various acts and things as may be necessary or proper for the corporation to carry out its business.

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13. The Board of Directors shall have the authority to make and alter the rules and regulations of the corporation and to enforce the same.

14. The Board of Directors shall have the authority to do all such other and various acts and things as may be necessary or proper for the corporation to carry out its business.

Cirriculum Revision. The responsibility of curriculum revision should also be placed in the hands of the department heads, who, with the assistance of the teachers of his department in the junior and senior high schools, will make recommendations from time to time.

Classroom Visitation. The department head under this plan would visit the classrooms of both the junior and senior high school under his supervision, for the purpose of helping and co-operating in every way possible with the teachers that they might carry out their program more efficiently.

Guidance. A well planned guidance program is of tremendous aid in carrying out and putting on the finishing touches to articulation.

The following suggestions are herewith offered as a means of better articulation between the junior and senior high school:-

- a) There should be a director of guidance, or a person already in service, who can take over the responsibilities.
- b) Home room teachers should be called upon as assistants to the director in carrying out the program.
- c) Guidance should be looked upon as assistance given to a student in the solution of a difficult problem that confronts him. A crisis occurs in the life of the student: he is unable without help to meet this crisis successfully or intelligently: he

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needs assistance. Guidance is the assistance rendered.

1. It should help the student to meet this crisis.
 2. It should help the student to perform more efficiently his proper function in society.
 3. It should help the student to reach his own highest functions.
- d) A good guidance program should secure the co-operation of every part of the school organization. The principal, the supervisors, the teachers, the school life, the clubs, playground and lunch room.
- This is the greatest problem of guidance: that of utilizing and co-ordinating all of the forces of the school that may contribute to the guidance of the students.
- e) Accurate information of the students' progress should be secured and assembled at the central office.
- f) Individual counseling should be given proper emphasis and done by only those who are qualified; such as the director of guidance or advisors or home room teachers. No solution of a problem should be attempted until all facts are secured.

Under the present conditions, the balance is the same.

Results:

1. It should help the student to learn to

write.

2. It should help the student to produce

more effectively his paper (thesis or

essay).

3. It should help the student to learn to

use his own words.

4. A good student should be able to

concentrate at every part of the writing process.

5. The student should be able to

analyze, the student should be able to

write his own paper.

6. It is the student's duty to

write his paper and to do so in a

reasonable time and to do so in a

reasonable way.

7. It is the student's duty to

write his paper and to do so in a

reasonable

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reasonable way. It is the student's duty to

g) Guidance should focus its attention upon individuals; especially in connection with the problems of adolescents as related to the school and social life.

h) The following points should be kept in mind in the solution of problems by guidance:-

1. By gathering together data pertinent to the problems of adolescents and sifting these carefully to obtain the best and most reliable data available.
2. By assisting the individual to gather facts for himself and to appreciate the value of facts.
3. By analyzing the facts secured and organizing them in such a way that they may be readily used.
4. By developing in the individual the ability to analyze and organize facts for himself.
5. By utilizing situations normally in the lives of young people and developing others by which they may have actual contact with problems that they will need to solve.

¹ Arthur J. Jones - Junior-Senior High School Clearing House, Jan., 1931 - p. 289.

2) Guidance should focus the attention upon the
divisions especially in connection with the
progress of development as related to the social

and social life.
3) The following points are to be noted in the
in the context of guidance by government:-

1. By gathering together data pertaining
to the problems of each sector and relating
them carefully to obtain the best and
most reliable data available.

2. By making the data available to all
those who are interested in the
value of facts.

3. By analyzing the data collected and
organizing them in such a way that they
may be readily used.

4. By developing in the community a
desire to analyze and interpret facts for
themselves.

5. By utilizing statistical methods to
the best advantage in developing
others to which they may be applied and
to test the validity of their conclusions.

6. By wise counsel in which the thinking of the individual is guided in such a way as to make the best use of the data secured in order to solve the problem at hand.

7. By developing in the individual a scientific attitude of mind towards his problems and a scientific technique for the solution of these problems.

8. By stressing the individual rather than the group as the point of departure.

i) In collecting facts and information throughout the junior and senior high school career for a continuous record card the following items should not be omitted, as previously stated in Section VIII of this paper:-

1. Name.
2. Date of birth.
3. Sex.
4. Nationality.
5. Address.
6. Health.
7. Scholarship (progress in school).
8. Special aptitudes.
9. Choice of vocation.
10. Personality traits (character, social adjustments, etc.).
11. Family life (social and economic).
12. Interest in extra-curricula activities.
13. I. Q.
14. Personal life outside school hours.

In conclusion: the writer believes that these brief suggestions pertaining to Heads of Departments and a Guidance Program, will aid much in bridging the gap between the junior and senior high school. This plan is being carried out in his own school system as a basis of close articulation between the junior and senior high school, having in mind the suggestions offered in the foregoing discussion.

Finally:- Articulation will prevail only when proper results can be shown, especially in the following vital phases of the school organization:-

1. There will be no gap between the sixth and seventh grades nor between the ninth and tenth grades.
2. All pupils will choose their subjects under guidance.
3. Records of information gleaned from the homes will be kept on file.
4. Detailed continuous records of each student will be kept on file, showing personal qualifications, scholastic progress and I. Q's.
5. Pupils will be given an opportunity to participate in school government.
6. Pupils will be treated as individuals, as well as members of the group.

In conclusion: the entire bill was passed

final suggestions pertaining to House of Representatives and

a Liberal Union. All the work is pending the day

when the House and Senate meet. This plan is

being carried out in the most rapid manner to a point of

close consultation between the House and Senate High

school, having in mind the suggestions discussed in the

following statement:

Summary - The following will prevail only when

the following are passed, especially in the following

the House is the only one proposed:

1. The bill is to be passed and shall be

passed by the House and Senate and shall be

passed.

2. All bills will be passed and shall be

passed.

3. The House will be passed and shall be

passed and shall be passed.

4. The House will be passed and shall be

passed and shall be passed.

5. The House will be passed and shall be

passed and shall be passed.

6. The House will be passed and shall be

passed and shall be passed.

7. The House will be passed and shall be

7. Groups of teachers of the junior and senior high school will meet together under direction of the department head to discuss their problems, select textbooks and revise courses of study.
8. There will be a continuity of subject matter between the two schools, based upon the needs of the individual and society.

1. The purpose of this report is to provide a summary of the results of the study conducted by the research team. The study was designed to investigate the effects of the proposed intervention on the target population. The results of the study are presented in the following sections.

2. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

3. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

4. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

5. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

6. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

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8. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

9. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

10. The study was conducted in a controlled environment, and the results were compared to a control group. The results of the study are presented in the following sections.

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